

Biennial Catalog Issue, 2005-2007, Volume LXXXIII

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Graduate Bulletin

Document Number 1.01

Bulletin Provisions

The University of Central Arkansas anticipates that students entering the university during the effective

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Document Number 1.02

Notice of Non-Discrimination

The University of Central Arkansas is an affirmative action/equal opportunity institution. In keeping with its non-discrimination policy in employment, admissions, and other functions and programs, the university considers employees and students on the basis of individual merit without regard to sex, race or color, religion, national origin, age, disability, or other factors irrelevant to participation in its programs. Persons having questions or seeking information regarding the university's implementation of regulations and requirements related to this policy should contact one of the following:

Affirmative Action/Equal Employment Officer

University of Central Arkansas
201 Donaghey Avenue
Conway, Arkansas 72035
(501) 450-3170

Director of Disability Support Services

University of Central Arkansas
Student Center 01A
UCA PO Box 5145
Conway, AR 72035
(501) 450-3135

Director of Human Resources

University of Central Arkansas
201 Donaghey Avenue
Conway, AR 72035
(501) 450-3181

Accreditation

The University of Central Arkansas is accredited by the Higher Learning Commission (HLC) as a bachelor's, master's, specialist's, and doctoral degree granting institution and is a member of the North Central Association of Colleges and Schools.

The master's and baccalaureate degrees in business administration are accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

The National Council for the Accreditation of Teacher Education (NCATE) accredits the teacher education program at the initial teacher preparation level and advanced levels. The National Association for the Education of Young Children (NAEYC) accredits the Child Study Center.

The University of Central Arkansas is an accredited institutional member of the National Association of Accredited Institutions of Higher Learning (NAIHL) and the National Association of State Universities and Colleges (NASUC). The University is also a member of the National Association of Public Administrators (NAPA) and the National Association of State Public Administrators (NASPA).

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Document Number 2.01

About the University of Central Arkansas

[1] University of Central Arkansas Statement of Mission and Principles

The mission of the University of Central Arkansas is to maintain the highest academic quality and to ensure that its programs remain current and responsive to the diverse needs of those it serves. A partnership of excellence among students, faculty, and staff in benefit to the global community, the University is committed to the intellectual, social, and personal development of its students; the advancement of knowledge through excellence in teaching and research; and service to the community. As a leader in 21st-century higher education, the University of Central Arkansas is dedicated to intellectual vitality, diversity, and integrity.

In carrying out this mission, the university is guided by the following principles:

- Teaching and learning flourish where disciplinary integrity and the focused explorations it allows are balanced by the connection-building of interdisciplinary collaboration.
- The search for knowledge entails both interaction and solitary reflection.
- Students accrue the greatest benefits when they master both trans-disciplinary skills--such as communication, critical thinking, and information literacy--and the specific bodies of information and ways of knowing particular to individual disciplines.
- Individual faculty may employ radically different methods in their teaching, scholarship, and other professional practice and be equally effective.
- Embracing diversity--e.g., political, racial, intellectual, cultural--strengthens and enriches a university.
- A vital component of a student's experience in the university is the development of personal and social well-being and maturity.
- A university maintains its viability by sharing the talents and resources of the university with the global community.

[2] History of UCA

The University of Central Arkansas was established as Arkansas State Normal School by the General Assembly of Arkansas in 1907, with statewide responsibility for preparing citizens to teach Arkansas children. Summer sessions were started in 1910.

The name of the institution was changed to Arkansas State Teachers College in 1925. By legislative enactment, the Board of Trustees was given authority to grant appropriate degrees. In January 1967, the name of the institution was again changed by the state legislature to the State College of Arkansas, expanding its statewide role to a multipurpose institution. On January 21, 1975, the governor of Arkansas signed a bill granting university status to the institution and naming it the University of Central Arkansas.

The first diploma granted by Arkansas State Normal School was the Licentiate of Instruction, and in 1922 the first baccalaureate degrees were granted. Today the university's comprehensive undergraduate curriculum comprises more than 70 major programs and nine different degrees. A program of study leading to the Master of Science in Education degree was inaugurated in 1955, and the Educational Specialist degree was begun in 1980. Since that time, UCA has developed a variety of high quality offerings in graduate studies, with more than 40 graduate program options and 11 different graduate degrees, including doctoral programs in physical therapy and school psychology. Extension classes were first offered through

Correspondence Study courses in 1919–1920 and Study Clubs in 1920–1921. Academic outreach, including extended-learning opportunities for undergraduate and graduate credit and in non-credit courses, continues to play an important role in fulfilling the university's twenty-first century mission.

[3] Institutional Memberships

The university holds membership in the North Central Association of Colleges and Schools, American Council on Education, Association of State Colleges and Universities, National Council for the Accreditation of Teacher Education, American Association of Colleges for Teacher Education, AACSB - The International Association for Management Education, National Association of Schools of Music, National Association of Schools of Art and Design, National Association of Schools of Theater, the American Association of University Women, Association for Childhood Education International, Council of Graduate Schools, National Council of University Research Administrators, Society of Research Administrators, and the Council of Graduate Programs in Communication Sciences and Disorders.

Information Directories

[1] Graduate School

University of Central Arkansas
201 Donaghey Avenue
Torreyson Library 328
Conway, Arkansas 72035-0001
(501) 450-3124

The Graduate Office is located on the third floor of the west end of Torreyson Library, in suite 328. Office hours are 8:00 a.m.-4:30 p.m., Monday through Friday, including the noon hour.

[2] Graduate Council

See the most current available Graduate Council roster at
http://www.uca.edu/divisions/academic/graduate/gradcouncil/grad_council.asp

[3] Graduate Office Staff

Elaine M. McNiece, EdD

Associate Provost and Dean of the Graduate School
Phone: 450-3124
E-mail: elainem@uca.edu

Terry James, EdD

Associate Dean
Phone: 450-3254
E-mail: terryj@uca.edu

Jane Douglas

Project Coordinator
Phone: 450-5064
E-mail: janed@uca.edu

Summer Session, Graduate Council, Graduate Assistantships, Student Research, University Research Council, and Summer Stipends.

Jima Bowman

Administrative Assistant II
Phone: 450-3124
E-mail: jimab@uca.edu

Requests for information on all programs, registration, GRE information. Applications, candidacy, graduation for Colleges of Business, Liberal Arts, Fine Arts and Communications, Natural Sciences and Mathematics, and College of Education

Nanette Fitzhugh

Administrative Assistant I

Phone: 450-5063

E-mail: Fitzhugh@uca.edu

Admissions, registration, candidacy, and graduation for Colleges of Health and Behavioral Sciences and Graduate School of Management, Leadership, and Administration. Payment of fees for graduate students.

[4] Whom to Contact

[4.1] Department Chairs and Graduate Coordinators

Department chairpersons and graduate advisors/coordinators are available for consultation. Contact information is listed below.

Accounting

Keith Atkinson, Chair

Phone: 450-5311

E-mail: keitha@uca.edu

Advanced Studies in Teaching and Learning

Ann Witcher, Graduate Coordinator

Phone: 450-5438

E-mail: annw@uca.edu

Biology

Steve Runge, Chair

Phone: 450-5949

E-mail: stever@uca.edu

David Dussourd, Graduate Coordinator

Phone: 450-5921

E-mail: dussourd@uca.edu

Business Administration, International Business Administration

David Kim, MBA Coordinator

Phone: 450-5346

E-mail: davidk@uca.edu

College Student Personnel Services and Administration

John Smith, Program Coordinator

Phone: 450-5303

E-mail: johns@uca.edu

Community and Economic Development

David McCalman, Program Coordinator

Phone: 450-5349

E-mail: davidm@uca.edu

Computer Science

Chenyi Hu, Chair
Phone: 450-5674
E-mail: chu@uca.edu

Digital Film Making

Joe Anderson, Chair
Phone: 450-3162
E-mail: josepha@uca.edu

Early Childhood/Special Education

Kathleen Atkins, Chair
Phone: 450-3169
E-mail: katkins@uca.edu

Dave Naylor, Graduate Coordinator
Phone: 450-3171
E-mail: davidn@uca.edu

Educational Leadership

Jack Klotz, Coordinator
Phone: 450-5209
E-mail: jklotz@uca.edu

English

Jay Ruud, Chair
Phone: 450-5100
E-mail: jruud@uca.edu

James Fowler, Graduate Coordinator
Phone: 450-5107
E-mail: jamesf@uca.edu

Family and Consumer Sciences

Mary Harlan, Chair
Phone: 450-5950
E-mail: maryh@uca.edu

Geographic Information Systems

D. Brooks Green, Chair, Geography
Phone: 450-5636
E-mail: brooksg@uca.edu

Graduate School of Leadership, Management, and Administration

Jack Klotz, Program Coordinator
Phone: 450-5209
E-mail: jklotz@uca.edu

David McCalman, Program Coordinator

Phone: 450-5349
E-mail: davidm@uca.edu

John Smith, Program Coordinator
Phone: 450-5303
E-mail: johns@uca.edu

Health Sciences

Emogene Fox, Chair
Phone: 450-3194
E-mail: emogenef@uca.edu

Jane Elphingstone, Graduate Coordinator
Phone: 450-5511
E-mail: janel@uca.edu

Health Systems

David McCalman, Graduate Coordinator
Phone: 450-5349
E-mail: davidm@uca.edu

History

Ken Barnes, Interim Chair
Phone: 450-3158
E-mail: kennethb@uca.edu

Wendy Castro, Graduate Coordinator
Phone: 450-3158
E-mail: wendyc@uca.edu

Kinesiology and Physical Education

Deborah Howell-Creswell, Chair
Phone: 450-3148
E-mail: debbieh@uca.edu

Larry Titlow, Graduate Coordinator
Phone: 450-3148
E-mail: larryt@uca.edu

Mass Communications

Joe Anderson, Chair
Phone: 450-3162
E-mail: josepha@uca.edu

Mathematics

Ramesh Garimella, Chair
Phone: 450-3147
E-mail: rameshg@uca.edu

Donna Foss, Graduate Coordinator

Phone: 450-5668

E-mail: donnauf@uca.edu

Middle/Secondary Education and Instructional Technologies

Patty Phelps, Interim Chair

Phone: 450-3177

E-mail: pattyp@uca.edu

Ann Witcher, Advanced Studies in Teaching and Learning, Graduate Coordinator

Phone: 450-5438

E-mail: annw@uca.edu

Stephanie Huffman, Library Media, Graduate Coordinator

Phone: 450-5430

E-mail: steph@uca.edu

Cheryl Wiedmaier, Training Systems, Graduate Coordinator

Phone: 852-5151

E-mail: cherylw@uca.edu

Music

Jeff Jarvis, Chair

Phone: 450-3163

E-mail: jarvisj@uca.edu

Jane Dahlenburg, Graduate Coordinator

Phone: 450-3301

E-mail: dahlen@uca.edu

Nursing

Barbara Williams, Chair

Phone: 450-3119

E-mail: barbaraw@uca.edu

Rebecca Lancaster, Graduate Coordinator

Phone: 450-3119

E-mail: beckyl@uca.edu

Occupational Therapy

Linda Musselman, Chair

Phone: 450-3192

E-mail: lindas@uca.edu

Physical Therapy

Nancy Reese, Chair

Phone: 450-5548

E-mail: nancyr@uca.edu

Twala Maresh, Post-Professional

Phone: 450-5598

E-mail: tealam@uca.edu

Rita Zabel, PHD Program Coordinator

Phone: 450-5552

E-mail: rzabel@uca.edu

Psychology and Counseling

Michael Scoles Interim Chair

Phone: 450-3193

E-mail: michaels@uca.edu

School Leadership

Jack Klotz, Graduate Advisor

Phone: 450-5209

E-mail: jklotz@uca.edu

Speech-Language Pathology

John Lowe, Chair

Phone: 450-5479

E-mail: jlowe@uca.edu

Sharon Ross, Graduate Advisor

Phone: 450-3176

E-mail: sharonr@uca.edu

Training Systems

Cheryl Wiedmaier, Program Coordinator

Phone: 852-5151

E-mail: cherylw@uca.edu

World Languages--Spanish

Phillip Bailey, Chair

Phone: 450-3168

E-mail: phillipb@uca.edu

Jaime Zambrano, Graduate Coordinator

Phone: 450-5647

E-mail: jaimez@uca.edu

[4.2] Other Important Phone Numbers

Academic Outreach/Extended Programs

Kim Bradford, Dean

Phone: 450-3117

E-mail: kimb@uca.edu

Admission to Graduate Studies

Graduate Office
Phone: 450-3124

Bookstore

Rick Burton, Manager
Phone: 450-3166
E-mail:

Graduation

Graduate Office
Phone: 450-3124

Health Services

Candace Welcher, Director
Phone: 450-3136

Housing

Tom Pilgreen, Director
Phone: 450-5187
E-mail: tomp@uca.edu

International Programs

Jim Brosam, Director
Phone: 450-3262
E-mail: jbrosam@uca.edu

Library

Art Lichtenstein, Director
Phone: 450-5202
E-mail: artl@uca.edu

Minority Services

Wendy Holbrook, Director
Phone: 450-3135
E-mail: wendyh@uca.edu

Registrar

Anthony Sitz
Phone: 450-5200
E-mail: asitz@uca.edu

Student Activities

Kendra Regehr, Director
Phone: 450-3235
E-mail: kendrap@uca.edu

Student Support Services for Disabled Students

Crystal Hill, Director
Phone: 450-3135
E-mail: crystalh@uca.edu

University Testing Services

Ardyce Coffey, Director

Phone: 450-3209

E-mail: acoffey@uca.edu

The Graduate School

[1] Statement of Purpose

The Graduate School at the University of Central Arkansas offers programs in professional and technical fields, liberal and fine arts, and basic sciences. Through graduate education, the University seeks to produce individuals with advanced knowledge and skills who appreciate learning and who can address issues creatively through inquiry and critical analysis.

The Graduate School has as its central purposes

- To provide support for graduate programs through the leadership of the Dean of the Graduate School and the Graduate Council, representing the graduate faculty;
- To ensure the quality of graduate programs through support for program self-assessment and through regular program review;
- To meet the needs of qualified students by providing access to graduate programs and opportunities for continued professional and personal development; and
- To stimulate and support creative, scholarly, and research activity through the University Research Council and the Office of Sponsored Programs.

[2] Graduate Degrees and Programs

The University of Central Arkansas offers coursework leading to a graduate certificate and two types of graduate degrees--professional degrees and research degrees--at three levels--master's, specialist's, and doctoral. A professional degree gives the student a specific set of skills needed to practice a particular profession or to enhance skills in an existing career. The research degree provides experience in research and scholarship.

[2.1] Graduate Certificate Programs

In addition to its degree programs, the Graduate School offers graduate certificate programs, focused collections of courses (12-18 hours) which, when completed, afford the student a record of coherent academic accomplishment in a given discipline or set of related disciplines. Graduate certificate programs are designed by the university to enhance marketability of its graduate students and programs, to provide a service to the community at large through a short-term graduate program, and to provide expanded opportunities for students wishing to further their education for personal or career advancement.

[2.2] Master's, Specialist's, and Professional Doctoral Degrees

The master's, specialist's, and professional doctoral degrees are awarded to students who achieve and demonstrate a level of academic and/or professional accomplishment and subject mastery substantially beyond that required for the baccalaureate degree. Graduates from master's, specialist's and/or professional doctoral programs will demonstrate:

- Ability to think logically and consistently as well as to integrate and synthesize knowledge;
- Understanding of methods to access knowledge and information within their discipline;
- Ability to write in a clear, consistent, and logical manner;

Master of Arts (MA)

English
History
Mathematics Education
Spanish

Master of Business Administration (MBA)

Master of Music (MM)

Master of Science (MS)

Applied Computing
Biology
College Student Personnel Services and Administration
Community and Economic Development
Counseling (Community Service Counseling, School Counseling)
Counseling Psychology
Family and Consumer Sciences (formerly Home Economics)
Health Sciences
Health Systems
Kinesiology
Library Media and Information Technologies
Occupational Therapy
Physical Therapy
School Leadership, Management, and Administration
School Psychology
Speech-Language Pathology
Training Systems

Master of Science in Education (MSE)

Advanced Studies in Teaching and Learning
Childhood Education

Reading
Special Education (Collaborative Instructional Specialist, Ages 0-8; Collaborative Instructional Specialist, Grades 4-12)

Master of Science in Nursing (MSN)

Graduate Certificate Programs

Business Management
Geographic Information Systems

[4] Graduate Faculty Profile

Two hundred and twelve members of UCA's faculty (fewer than half) currently hold graduate faculty status. These faculty received their terminal degrees from more than 80 different institutions of higher education, with most of the major universities represented. Ninety-two percent hold doctoral degrees. They offer a rich diversity in instructional and research knowledge. Additional instructors, some from off campus, are given

limited graduate faculty status to teach specific graduate courses for which they are qualified.

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Admission to Graduate Study

[1] The Admission Process

For students wishing to pursue a specific graduate program, the admission process involves a mutual decision between the Graduate Dean and the appropriate department. Application materials may be obtained by contacting the Graduate School and requesting copies of the form Application for Admission to Graduate Study; application forms are also available on the web at <http://www.uca.edu/divisions/academic/graduate>. Transmission of these forms and official transcripts of all undergraduate and graduate work and required test scores to the Graduate Office normally will complete an application for admission. Application materials are shared with the department for a recommendation about whether to admit a student to graduate studies and under which type of admission. For students not planning to seek a graduate degree at UCA or who are undecided (i.e., transient or non-degree), the Graduate Dean will admit them to Graduate Studies if they meet Graduate School requirements for regular admission. Students enrolled through Academic Outreach and Extended Programs who do not meet the

aid, including graduate assistantships.

In the case of failing to meet minimum GPA requirements for regular admission, the student must obtain a minimum cumulative GPA of 3.00 after the first nine semester hours of graduate course work taken at the University of Central Arkansas. The graduate courses taken during this probationary period must apply toward a degree program and be approved by the appropriate departmental chair and the Graduate Dean. If the cumulative 3.00 GPA is achieved, the student may then request reclassification to regular admission status and petition for candidacy in a graduate degree program. If a 3.00 GPA is not achieved, the student will be denied further graduate enrollment at the University of Central Arkansas.

In the case of failing to submit the required standardized test score, the student must present appropriate test scores no later than the end of the first semester of graduate enrollment. The student will not be allowed to register for additional graduate course credits until scores are received by the Graduate School.

If prerequisites or other non-GPA departmental requirements are specified by a department as conditions for admission, the student may be admitted to the university as a post-baccalaureate student or to the Graduate School as a non-classified/non-degree student until the specified prerequisites and any other requirements are completed. Admission under this classification, however, does not guarantee admission to the requested departmental program.

[5.3] Concurrent

If a senior is in the last term of enrollment before receiving a baccalaureate degree and is otherwise fully qualified to enter graduate study, that student may be admitted to concurrent status. An Application for Admission to Graduate Study and an Application for Concurrent Status must be filed with the Graduate School at least six weeks prior to registration. The student's entire program is subject to the regulations and requirements for graduate study. Graduate credit will be received only if the student completes the requirements of the bachelor's degree during the term in which the graduate courses are taken.

[5.4] Non-degree

Students who possess the minimum GPA for regular admission may choose to be admitted as a non-degree student. This classification is reserved for students who are undecided about their major field of emphasis, who choose to take work for upgrading their professional skills, or who wish to enroll in work for transferring to another graduate school. Any work taken by a non-degree student may subsequently be applied to fulfilling degree requirements when the student petitions for and is accepted to candidacy in a degree program if the hours taken are applicable to the program. (Certain limitations may apply. See Petition for Degree Candidacy and Program of Study.) Students pursuing certification and not a degree will be assigned an advisor in the certification area.

[5.5] Transient

Students pursuing a graduate degree from another institution and wishing to take

a graduate course at the University of Central Arkansas may be admitted as transient students. A letter of good standing from the Graduate Dean of the college or university where the student is attending will allow admission for one semester only.

[6] Admission of International Students

Application materials for international applicants may be obtained from the Office of International Programs. The completed application form, all supporting documents, and the application fee must be submitted to the Office of International Programs, which then forwards completed application files to the Graduate Office. Incomplete application files are not reviewed by the Graduate Office.

International applicants to the Graduate School whose first language is not English must demonstrate a satisfactory level of English proficiency. Students need a strong command of the English language to perform at the graduate level, especially in interactive programs which emphasize teamwork and effective oral and written communication.

Applicants whose first language is not English will be considered proficient in English if they have completed a four-year baccalaureate degree at an accredited educational institution in the United States. Applicants whose first language is not English and who have not earned bachelor's degrees from U.S. institutions will demonstrate English proficiency by submitting a Test of English as a Foreign Language (TOEFL) score of 550 on the pencil and paper test or 213 on the computerized test. The TOEFL requirement may be waived at the discretion of the academic department chair if the last four semesters of full-time academic coursework have been completed at an accredited institution in the United States with an overall GPA of 3.00 or higher.

In addition to demonstrating a satisfactory level of English proficiency, international applicants to the Graduate School must submit their undergraduate transcripts, including certified English translations, to the University of Central Arkansas. In some cases, applicants will be asked to send their transcripts to a professional evaluation service in the US before an admission decision can be made. International applicants must also submit proof of financial support before admission documents, including Form I-20, can be issued.

Detailed information for international students is available from

Office of International Programs
3rd Floor Torreyson Library
Conway, AR 72035-0001 USA
Phone: (501) 450-3445 (voice), (501) 450-5095 (fax)
E-mail: ojp@uca.edu
Web: <http://www.uca.edu/divisions/international>

[7] Admission of Transfer Students and Transfer Credit

No student who has attended another graduate institution and earned less than a cumulative 3.00 GPA on a 4.00 scale will be admitted to graduate study at the University of Central Arkansas.

Subject to the approval of the Graduate Dean and the appropriate department chair, a maximum of six hours of transfer graduate credit of grade B or above from another accredited institution may be accepted in UCA graduate degree programs requiring only the minimum 30 hours. In programs exceeding 30 hours, a maximum of 15 hours of graduate credit of grade B or above may be transferred from another accredited institution, subject to the approval of the Graduate Dean and the appropriate department chair.

All transfer hours must be in courses for which an equivalent UCA course exists, and no transfer hours may

be in extension or correspondence work. A minimum of 24 hours credit in residence at the University of Central Arkansas is required.

[8] Admission to Graduate School Does Not Imply Candidacy for a Degree

A student becomes a candidate for an advanced degree only by demonstrating the requisite preparation and ability through study at UCA. Requirements specified for admission to graduate school and for any advanced degree are minimum requirements. Additional requirements may be specified by departments depending upon the student's undergraduate preparation and the particular field of graduate work chosen.

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General Requirements for Graduate Study

[1] Minimum Semester Hours

The candidate must earn a minimum of 30 semester hours in courses for which graduate credit is given. Graduate credit will be given for 5000-, 6000-, and 7000-numbered courses. A minimum of 15 semester hours of 6000-level courses are required for the master's degree. No course below the 5000-level may apply on a graduate degree.

No credit may apply toward a graduate degree unless it fits into the student's approved program of study. Undergraduate courses may not be repeated at the graduate level with the expectation of credit. Any student taking a graduate course which is double listed with an undergraduate course must do work of graduate caliber to receive graduate credit.

[2] Residence Credit

The candidate must take a minimum of 24 credit hours at UCA. Acceptance of transfer credit does not reduce the minimum residence requirement of 24 hours.

[3] Grades and Quality Points

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Grades below C are recorded and are considered in determining the quality-point ratio **but are not accepted toward completion of the graduate program.**

All grades, once reported, remain a matter of permanent record and are used in calculating the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year from the time the grade was awarded.

Calculation of the graduate grade point average includes all residence course work attempted. No transfer credit grades are used to calculate the cumulative GPA.

A graduate student is expected to maintain a cumulative 3.00 average. A student whose cumulative grade point average is less than 3.00 is on academic probation. In the next semester or summer term in attendance, the student should achieve a cumulative 3.00 or at least show meaningful improvement towards a 3.00 GPA. If the cumulative 3.00 is not met or meaningful improvement shown, the student is ineligible to continue graduate studies at UCA.

A GPA of 3.00 or above is required for graduation. Up to six hours beyond the degree requirements can be used to meet this GPA, but all such hours must be approved by the student's advisor.

The grade of X (incomplete) is given only if satisfactory completion of the remaining course requirements can result in a passing grade for that semester's work. An X grade is not computed in the GPA. One calendar year is the maximum time limit for removal of an X grade except in individual study courses and theses. If one year passes and the X has not been removed, the grade is changed automatically to an F. An individual instructor may specify a shorter time period for removal of an X. The instructor is required to state, in writing, the requirements for removing the grade of X at the time it is assigned. One copy of the requirement is to be given to the registrar, one to the student, and one to the department chair; one copy

is retained by the instructor. Failure of the student to meet these requirements may result in the X becoming an F. A student may not re-enroll in a course for which an X is in effect. No student may be cleared for conferral of a graduate degree until all incomplete (X) grades have been removed.

To obtain the qualitative index of a student's scholarship, the total number of quality points (QP) accumulated is divided by the total number of semester credit hours (SCH) attempted to give the ratio known as the grade point average (GPA): $QP \div SCH = GPA$. For example, if a student has earned 96 quality points on 30 semester hours attempted, the GPA is 3.20 ($96 \div 30 = 3.20$). The following table shows quality points earned for each letter grade:

- A = 4 quality points per credit hour (12 for a 3-hour course)
- B = 3 quality points per credit hour (9 for a 3-hour course)
- C = 2 quality points per credit hour (6 for a 3-hour course)
- D = 1 quality points per credit hour (3 for a 3-hour course)
- F = 0 quality points per credit hour (0 for a 3-hour course)

[4] Attendance

Attendance and tardiness are primarily a student-teacher-class issue, but the university has an interest in the proper fulfillment of such obligations by the student. In the case of absences indicating that the student has been negligent about class attendance, registration in the given class may be canceled and a grade of WF (Withdrawn Failing) recorded; in flagrant cases the student may be suspended from the university.

[5] Full-Time and Maximum Course Loads

A student who carries 9 or more graduate hours in any semester is considered a full-time graduate student. A student who is enrolled in 3 or more semester hours in a 10-week summer session is considered a full-time graduate student. The maximum study load for a student shall be 15 hours for each semester and 6 semester hours for each summer term. Permission to take more than a maximum credit load requires written approval of the student's advisor, the department chair, and the graduate dean.

[6] Advisement

At the time of admission to graduate study, the student is assigned to an advisor who is a regular faculty member in a department offering graduate work in the student's field of specialization. The graduate advisor will be responsible for

1. Helping the student plan a unified and balanced program of study adapted to the student's particular interests, needs, and abilities and directed toward the student's field of specialization;
2. Recommending the student for degree candidacy; and
3. Assisting the student's progress toward satisfactory completion of the program of study.

Graduate students are encouraged to make appointments with their advisors each semester of enrollment. Non-degree students will be assigned an advisor by the graduate school.

[7] Thesis/Dissertation

Departments determine whether they require, or provide an option for, master's students to submit a thesis. All PhD candidates will complete a dissertation. The Thesis and Dissertation Preparation Guide outlines the general timeline, policies, and procedure for producing a thesis or dissertation at the University

<http://www.uca.edu/divisions/academic/graduate>. The student must allow sufficient time for conducting the research and writing the thesis or dissertation.

Students and faculty will comply with all university policies regarding research and the use of human subjects and animals in research.

[8] Appeal Procedures

Appeal procedures for graduate students related to grades, student educational records, academic policy/requirements, and professional program selection are outlined in the Student Handbook.

[9] Academic Integrity

Integrity in scholarship and research is an essential characteristic of our academic life and structure in the university. Any activity that compromises the pursuit of truth and the advancement of knowledge besmirches the intellectual effort and may undermine confidence in the academic enterprise. The Graduate School expects students to conduct their academic endeavors with honesty and integrity. The definition of academic misconduct and appeal procedures for graduate students who are accused of academic misconduct are specified in the Student Handbook. UCA's Integrity in Scholarly Activities Policy is found on the web at <http://spo.uca.edu>.

[10] Policy on Research with Human Subjects

Graduate or undergraduate student research programs may involve the use of human subjects. "Human subject" is defined as an individual about whom an investigator conducting research obtains (1) data through intervention or interaction with the individual or (2) identifiable, confidential information about the individual. Both federal and university regulations require that all proposed research projects involving human subjects be reviewed and approved by the Institutional Review Board prior to the initiation of such studies.

Specific information regarding procedures for obtaining appropriate review of proposed research projects involving human subjects is available from the office of the dean of the student's college, the Graduate School, the Office of Sponsored Programs, or Sponsored Program's web site at <http://spo.uca.edu>.

[11] Policy on Intellectual Property

University policy on intellectual property applies to all graduate students. An invention or discovery resulting from projects supported in whole or in part by funds, personnel, or facilities provided by or administered by the Board of Trustees of the University of Central Arkansas is the property of the university. The university has a policy of sharing with the inventor any income derived from such discoveries. Information on UCA's Intellectual Property Policy is available on the web at <http://spo.uca.edu>.

[12] Statute of Limitations

All requirements for a master's degree must be satisfied within six consecutive years and for a doctoral degree within ten consecutive years.

[13] Second Master's Degree

than six hours of approved course work completed as a part of the first master's degree toward a second master's degree. Transferring these six hours for specific courses in the program for the second master's

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Petition for Candidacy and Program of Study

[1] Master's, Specialist, and Professional Doctorate Candidates (DPT)

A graduate student wishing to pursue a degree must petition for candidacy to the selected degree program; the Petition for Candidacy includes a Program of Study. The student may apply for degree candidacy at the end of the enrollment period in which the total number of graduate hours accumulated toward the current degree reaches 9 or more. Normally, application must be made no later than the end of the enrollment period in which the accumulated total of graduate hours reaches 18 hours for a master's candidate, 24 hours for a specialist's candidate, or 60 hours for a DPT candidate. Petition for degree candidacy cannot be filed until the student has removed any conditions assigned at the time of admission to graduate study.

A minimum of nine graduate hours must be completed after the student is admitted to candidacy. Failure to petition for candidacy at the proper time may result in a delay in the conferral of the degree. Specific dates are listed in the academic calendar published in the university's schedule of classes. The student must submit to the Graduate School a typewritten original of the Petition for Candidacy form, including an approved program of study and proposed thesis title where applicable. The forms must be signed by the student's advisor and department chair. The form is available on-line at the [Graduate Studies](#) web site.

[2] PhD Candidates

The PhD student will prepare a dissertation research proposal following the procedures outlined in the Thesis and Dissertation Preparation Guide. Following successful defense of the dissertation proposal and completion of other departmental requirements for candidacy, the student submits a Petition for Candidacy to the Graduate Office. This includes a formal declaration of the student's Program of Study and will be used later by the Graduate School as a validation that degree requirements have been met. The petition must include the positive recommendations of the candidate's major research professor and the department chair. The Petition indicates the proposed title of the dissertation. More specific information regarding the PhD candidate's Petition for Candidacy and Program of Study can be found in the PhD Handbook for the program in which they are enrolled.

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Assistantships and Other Forms of Financial Aid

Graduate School or on-line at www.uca.edu/divisions/academic/graduate/pdf/grad_asst_manual.pdf. Information about other forms of financial aid, including loans, may be obtained from UCA's Financial Aid Office, (501) 450-3140. Students receiving graduate assistantships and other forms of financial aid should contact the Financial Aid Office to determine their combined financial package.

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Fees and Other Charges

Fees and other charges are subject to change without notice.

[1] Graduate Application Fee

A \$25 and \$40 non-refundable fee, for US and international students respectively, must be submitted with an Application for Admission to Graduate Study.

[2] General Registration and Other Mandatory Fees

General registration and other mandatory fees are based on the number of hours in which a student is enrolled. Current fee schedules can be obtained in the Student Accounts Office, McCastlain Hall 144.

period approved for the semester. Graduate students should contact the office of Graduate Studies at (501)-450-3124. Please review the Student Withdrawal and Refund Policy #612 to determine the approved refund period for each semester. Students receiving Title IV financial aid funds will be adjusted according to the Federal Regulations governing these funds. Contact the Student Accounts office for information about the Student Withdrawal and Refund Policy #612. Contact the Financial Aid Office for information about Title IV funds regulations.

[5.2] Class Adjustments: Fall and Spring Semester

Schedule Adjustments:

Students who make schedule adjustments (drops) on or after the first day of scheduled classes, and within the period approved for the semester, may be entitled to a partial refund of the difference in the cost of the original class enrollment and the final class enrollment after adjustment. Please review the Student Withdrawal and Refund Policy #612 to determine the approved refund period for each semester. Financial Aid regulations govern those students who receive Title IV funds. Contact the Student Accounts Office for information about the Student Withdrawal and Refund Policy #612. Contact the Financial Aid office for information about Title IV funds regulations. Refunds of less than \$5.00 will not be granted.

Certain miscellaneous fees may not be refundable.

Refunds due for credit hours dropped will not be processed before the last date to add classes.

[5.3] Withdrawals: Summer Terms

Students who officially withdraw from the university during a summer term may receive a 75% refund of general registration and other mandatory fees if the withdrawal is completed by the first Friday of the term. Refunds of 100% will not be made if the withdrawal takes place on or after the first day of scheduled classes.

[5.4] Class Adjustments: Summer Terms

Students who drop courses on or after the first day of scheduled classes and on or before the first Friday of classes will be refunded at a rate of 75% of the difference in the cost of the original enrolled classes and the new enrollment. Refunds of less than \$5.00 will not be granted.

[5.5] Room and Board Refunds

If a student withdraws from housing before the end of the academic year, the room deposit will be forfeited. Any unused room and board will be refunded. No refund will be made for absences.

[6] Housing

On-campus housing costs are quoted in terms of room and board. Housing costs and prices of various meal

plans may be obtained from the Housing Office, Bernard Hall, 450-3132. Housing homepage:
<http://www.uca.edu/divisions/admin/housing/>

Graduate students may pick up brochures and available information concerning off-campus housing in the Housing Office.

[7] Post Office

A branch post office is maintained in the Student Center for the convenience of students and faculty. Resident students are required to rent a campus post office box at a fee of \$5.00 per semester, due with the first housing installment.

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Document Number 2.11

Resources and Services

[1] Torreyson Library

Mission: Torreyson Library's mission is to be the academic center for the University of Central Arkansas' "Center of Learning" model. This central location, a space designed to focus the intellectual life of the University, serves as an "academic town square" and forum for ideas. By design, it invites all members of the university community to come together, exchange diverse opinions, work collaboratively, gather information, read, study, and pursue intellectual growth.

Services: Library Faculty are available at the Library's Reference Desk to give students personalized help in doing research and finding information required for course assignments. Students may also receive assistance by phone at 501-450-5224 or via the Library's website at Library.uca.edu.

Online databases, available through the Library's website on a 24/7 basis, provide access to business information, legal information, and to full text journal, magazine, and newspaper articles in the humanities, social sciences, life sciences, and applied sciences.

For additional information, please explore the Library's website at Library.uca.edu

[2] Academic Outreach and Extended Programs

Academic courses offered through Academic Outreach and Extended Programs are governed by different fee, refund, and registration policies than on-campus courses. These courses may include those held off-campus, taught off-schedule, funded by grants, or delivered through distance learning (Internet and compressed video). Copies of AOEP policies and information on course offerings are available in Brewer-Hegeman Conference Center, (501) 450-3111. www.uca.edu/aoep

[3] Career Services

The Career Services Center, located on 314 Bernard Hall, provides services to assist students in determining career and educational choices. Through both group and individual counseling, the center tries to help students better understand themselves, their interests, and abilities.

The Center will (1) provide information on careers, current job trends, colleges and graduate schools and (2) develop, sponsor and coordinate career-oriented programs for all students throughout the school year. The Center maintains a current library which includes directories of colleges, graduate schools and employers, the latest books on interview preparation and job hunting techniques, literature on specific companies and government agencies, and literature on any career. Career-oriented programs may include seminars, interview preparation, careers for women, career opportunities for minorities, and job-hunting techniques.

Placement services are provided for students and alumni to help them find full time, part-time, temporary, and summer employment in business, industry, government and education.

All students are encouraged to establish placement files with the Center before graduation. Placement records are maintained in the Center under the supervision of the director. These records are released to agencies, institutions, business firms, industrial organizations and individuals only after authorization of the

student. Records are kept for a period of three years, after which they must be updated to be reactivated. For more information call 450-3134.

[3] Computer Services

Personal computers are readily available in some departments and in computer laboratories, the library, and the student center. For more information see <http://it.uca.edu/cgi-bin/cs.pl?DF=/students/labs/index.html> Statistical software packages are available for personal computers as well as on the university mainframe.

[4] Counseling Center

The Counseling Center, located on the third floor of Bernard Hall, provides students, faculty, and staff with a variety of services designed to facilitate personal development. All services are free and confidential in nature. Appointments can be made by calling 450-3138 or by coming by the Center Monday through Thursday, from 8:00 a.m. to 6:00 p.m., and Friday from 8:00 a.m. to 4:45 p.m. A detailed brochure describing the full scope of activities provided is available upon request or the Center can be accessed on the Internet at www.uca.edu/counseling. The Counseling Center is accredited by the International Association of Counseling Services, Inc.

[5] Disability Support Services

The Office of Disability Support Services is located in the Student Center basement, room 01A. UCA seeks to be in compliance with both the spirit and letter of the law as stated in Section 504 of the Rehabilitation Act, as amended, and the Americans with Disabilities Act. This office's primary goal is to provide access to all programs and reasonable accommodations to qualified students. It is the responsibility of the students to notify the University of any disability or disabilities. Students who attend UCA are required to provide documentation of disabilities. As soon as the student is accepted for admission to the university, they should complete a confidential registration form and make an appointment to meet with an office staff member to discuss the program and any accommodations that will be necessary. Academic accommodations may include taping textbooks, enlarging textbook print, reader services, interpreters, use of adaptive technology, and alternative testing procedures. Other services are also arranged, depending upon the student's particular needs.

[6] Health Promotion and Wellness

Health Promotion and Wellness Services is located in the HPER Center, room 204 and is open from 8:00 a.m. to 4:45 p.m. Monday through Friday. The main function of this office is to promote healthy behavior in the UCA community. Community assessments are conducted such as the CORE Alcohol and Drug Survey. Educational programs are developed, implemented, and evaluated that impact health choices. The office acts as a resource for health information and it is provided through a variety of brochures on various topics free of charge.

The primary focus of Health Promotion and Wellness activities is prevention. One goal is to create conditions at UCA where negative health behaviors are less likely to occur. Educational events and healthy alternative activities are held each semester and are free to all UCA students. The events include: Alcohol and Drug Awareness Week, Great American Smoke-Out, World Aids Day, Volunteer Fair, Health Fair, and Volunteer Day. The office provides programs on alcohol and other drugs, stress management, sexually transmitted diseases, and other topics. These programs may be presented by members of the Wellness Club, a group of students trained to present programs in these areas. Students interested in volunteerism can gather information about volunteer needs. The office serves as a referral source for all non-profit agencies in Faulkner County. For more information call 450-3133.

[7] International Programs

The Office of International Programs coordinates international student matters within the university and acts as a liaison between international students, administrative and departmental offices of the university, agencies of the US government, and private organizations. It processes all international undergraduate applications for admission, notifies students of their admission status, and issues admission documents. In addition, it organizes and coordinates a variety of UCA study abroad programs and supplies students with information about other study abroad opportunities.

The university provides English language training for students who need to increase their English proficiency (see Intensive English Program).

The Office of International Programs sponsors a variety of support services for international students. Advisory services are available regarding financial, personal, educational and social issues, health insurance claims, and the requirements of the Immigration and Naturalization Service. Other services and programs include the following:

- A comprehensive orientation program that meets the unique needs of new international students, including airport pick-up, advising, testing, registration, banking, and shopping. The program is designed to complement the new student orientation offered by the university.
- The American Host Program, which introduces international students to area families so that they can experience American culture and family life in the US.
- The Speakers Bureau, which gives students the opportunity to share their culture through presentations to local schools and civic organizations.

Catering.

The Student Center also offers full service meeting and conference facilities for student organizations, university departments and conferences for the Central Arkansas area. The meeting rooms accommodate from ten to five hundred people, with portable staging, a variety of sound systems, and other services. For more information call 450-3235.

more information call 450-3133.

[10] Student Health Services

Student Health Services is located in the basement of Bernard Building and is open from 8:00 a.m. to 4:30 p.m. Monday through Friday. Services available include: measles, mumps, rubella, tetanus/diphtheria, hepatitis-B(\$30 per injection) and meningitis(\$70) immunizations, examination and treatment of minor illness or injury, TB skin tests, blood pressure checks, tests for pregnancy, blood sugar, cholesterol, strep test, urinalysis, mononucleosis test, pulse oximetry, and peak flow measurements as ordered by the nurse practitioner. EKG, laceration repair, removal of simple lesions, IV re-hydration, IM injections of a limited formulary and prescriptions on Schedule III, IV, and V are provided upon the order of an Advanced Practice Nurse (Nurse Practitioner). Women's health care, including pap smears by appointment, and pelvic exams as needed are available. Physical exams are available by appointment only. Health education and counseling, loan of crutches, student health insurance forms, and assistance in obtaining appointments with health care providers outside the University are also available.

Student Health Services does not routinely provide emergency care outside the office. Emergency care is obtained by calling 911 or at Conway Regional Medical Center Emergency Room. Students are responsible for all charges, prescriptions, and tests.

Student Health Services does not provide excuses for missed classes. Should a student be unable to attend classes for three (3) days or more, Student Health Services will notify the student's instructors of the expected absence (but not the specific reason) and possible return date. The instructor may then decide what work, if any, may be performed at a later time. Extended absences may be reported by calling Student Health Services (501-450-3136.) Students who are confined to their residence hall room or require a temporary special diet due to illness may obtain meal slips from the residence hall director or Student Health Services.

Proof of Immunization - Arkansas state law (Act 141, 1987) requires proof of two immunizations against measles and rubella for all full-time students and those part-time students living on campus. UCA requires students to provide proof of immunization before registering for classes. Immunizations are available free of charge in Student Health Services.

[11] Alumni Association

All former students of the university are members of the Alumni Association. The Board of Directors of the Alumni Association plans the yearly schedule of events to which all former students and their guests are invited. Graduating seniors are inducted into the Alumni Association as a part of the commencement ceremony.

The Alumni Contact, a quarterly publication, is mailed to all alumni. This newsletter provides information on activities of the university, the faculty and alumni. The association strives to establish and continue friendships and contacts, both social and professional, among its members and between alumni and the university.

Macroeconomics (3 hours)
Management (3 hours)
Marketing (3 hours)
Principles of Finance (3 hours)
Statistics (3 hours)
Business Law (3 hours)
Introduction to Management Information Systems (3 hours)

Additionally students must fulfill all general requirements for graduate admission as required by the Graduate School.

[3] Petition for Candidacy

In the semester following the completion of nine semester hours of graduate work the student must apply for candidacy for the Accountancy degree. Courses taken prior to applying for candidacy will be used toward the degree provided they are appropriate for the program and were approved by the Graduate Coordinator. The Petition of Candidacy must include all courses completed and to be taken for completion of degree and the semester and year in which course was/will be taken.

[4] Degree Requirements

The Master of Accountancy requires 30 hours of course work beyond the baccalaureate degree, of which at least 24 hours must be in courses open only to graduate students (6000 level courses). A concentration in taxation may be obtained by completing nine hours of electives in taxation courses offered by the department. Courses will be scheduled so that a full-time student will be able to complete the program in one academic year.

[5] Curriculum

[5.1] Courses Required of All Students (18 hours)

ACCT 6309 Tax Research and Planning
ACCT 6310 Advanced Accounting Theory
ACCT 6317 Seminar in Auditing
ACCT 6320 Seminar in Accounting Information Systems
ACCT 6325 International Accounting and Auditing
ACCT 6340 Seminar in Case Studies in Accounting
ACCT 6350 Seminar in Accounting Leadership

[5.2] Electives (12 hours)

ACCT 5312 Advanced Accounting (see Note A)
ACCT 5316 Advanced Income Tax (see Note A)
MBA 6301 Decision Modeling in Information Systems
MBA 6302 Accounting for Management Decisions (see Note B)
MBA 6303 Managerial Economics
MBA 6304 Communication in Organization
MBA 6305 Financial Decision Making
MBA 6306 Legal Environment for Business Managers (see Note B)
MBA 6307 Entrepreneurship: The Act of Wealth Creation
MBA 6308 Marketing Strategies

MBA 6320 Strategic Management
MBA 6321 Integration of Business Disciplines
ACCT 6390 Special Problems in Accounting

[5.3] Concentration in Taxation

A concentration in taxation requires that the following electives be completed:

ACCT 6319 Corporations and Shareholder Taxation
ACCT 6329 Partnership and S-Corporation Taxation
ACCT 6339 Estate and Gift Taxation

Note A: ACCT 5312 Advanced Accounting and ACCT 5316 Advanced Income Tax are open to graduate and undergraduate students. Students not completing equivalent courses in their undergraduate program are required to complete ACCT 5312 and ACCT 5316 in their master's program. The courses will be allowed for graduate credit only if the student has not completed a similar course at the undergraduate level.

Note B: Not open to students who have completed a similar course in the undergraduate level.

[6] Graduate Courses in Accountancy (ACCT)

Follow this link for ACCT course descriptions: [course link](#).

[7] Graduate Courses in Business Administration (MBA)

Follow these links for MBA course descriptions: [5000-level](#) and [6000-level](#).

Graduate Bulletin

Document Number 3.01.02

Business Administration

[1] Pre-MBA Program and Graduate Certificate Program in Business Management

Students with a baccalaureate degree from an accredited institution in a field other than business administration may be admitted to the pre-MBA program or the graduate certificate program if they meet the following requirements:

- U.S. Bachelor's degree or equivalent from an accredited institution.
- Undergraduate GPA of 2.70 or higher overall or 3.00 in last 60 credit hours.
- International students must complete TOEFL exam with a minimum score of 550 on paper version or 213 on computerized version. Not required for graduates of U.S. institutions.

All other admission requirements for the MBA must be met prior to admission to the MBA program. Admission to the Pre-MBA program does not guarantee admission to the MBA program. Admission to the MBA program requires a minimum GMAT score of 450. Students who have had the equivalent of any Pre-MBA course either as an undergraduate or graduate student in another program may be exempt from taking that course. Please consult with the MBA Director. Pre-MBA courses include

MBA 5310 Financial and Managerial Accounting Principles
MBA 5320 Foundations of Economic Science
MBA 5330 Finance Concepts
MBA 5340 Principles of Management
MBA 5350 Fundamentals of Marketing
MBA 5360 Quantitative Analysis for Business

See below for pre-MBA ("leveling")/graduate certificate course descriptions.

[2] Graduate Certificate Program in Business Management

To fulfill the requirements for the graduate certificate program in business management (GCBM), the student must complete a 19-hour program with a minimum GPA of 3.0. The required courses are MBA 5110 Seminar in Developments in Business Management and the six pre-MBA courses listed above.

[3] MBA and International MBA

[3.1] Objectives

The College of Business Administration offers high quality degree programs leading to either a Master of Business Administration (MBA) or an International Master of Business Administration (IMBA).

The MBA program is designed to meet the needs of students preparing for positions in upper management in business and related organizations. The IMBA program is designed for students preparing for upper-management careers in multinational corporations or in any business engaged in international commerce. Each program offers students advanced study in the various functional areas of business, emphasizing teaming, communication, problem

solving, research, computer technology, case studies, and project-based instruction. Students completing either program will apply their advanced knowledge and skills by engaging in projects with business.

The IMBA program requires the completion of 12 credit hours abroad at one of UCA's partner institutions.

[3.2] Admission Requirements

The College of Business Administration selects students consistent with its mission. This includes attention to the achievement of demographic diversity in the student body. In addition to the Graduate School admission requirements, the Master of Business Administration and International Master of Business Administration require the following:

- Score of at least 450 on the GMAT (Graduate Management Admission Test).
- Bachelor's degree from an accredited institution.
- Completion of Pre-MBA program (see above) with a GPA of 3.00 or higher if bachelor's degree is not in business.
- Undergraduate cumulative GPA of 2.70 or higher or 3.00 in last 60 credit hours.
- Index score of 1000 or higher. Index is computed as $GPA \times 200 + GMAT$ score.
- International students must complete the TOEFL exam with a minimum score of 550 on paper versions or 213 on computerized version. Not required for graduates of U.S. institutions.

Note: Students meeting the index of 1000 and GMAT of 450 or higher but not the GPA requirement may petition for conditional admittance. Please contact MBA Director for instructions.

[3.3] Petition for Candidacy

In the semester following the completion of nine semester hours of graduate work the student must apply for candidacy for the MBA or IMBA degree. Courses taken prior to applying for candidacy will be used toward the degree provided they are appropriate for the program and were approved by the MBA Director. The Petition for Candidacy must include all courses completed and to be taken for completion of degree and the semester and year in which course was/will be taken.

[3.4] Degree Requirements (MBA)

To receive the MBA degree, the student must complete the following 30-semester hour program with a GPA of 3.00 or higher:

- MBA 6301 Decision Modeling in Information Systems
- MBA 6302 Accounting for Management Decisions
- MBA 6303 Managerial Economics
- MBA 6304 Communications in Organizations
- MBA 6305 Financial Decision Making
- MBA 6306 Legal Environment of Business for Managers
- MBA 6307 Entrepreneurship: The Act of Wealth Creation
- MBA 6308 Marketing Strategies
- MBA 6320 Strategic Management
- MBA 6321 Integration of Business Disciplines

Undergraduate accounting majors may choose to substitute approved classes from the Master of Accountancy program for MBA 6302 and/or MBA 6306.

[3.5] Degree Requirements (IMBA) *

To receive the IMBA degree, the students must complete the following 30-semester hour program and 6 hours of additional requirements with a GPA of 3.00 or higher:

- MBA 6301 Decision Modeling in Information Systems (may be taken abroad)
- MBA 6302 Accounting for Management Decisions
- MBA 6303 Managerial Economics
- MBA 6305 Financial Decision Making
- MBA 6306 Legal Environment of Business for Managers
- MBA 6308 Marketing Strategies (equivalent courses taken abroad)
- MBA 6309 Global Entrepreneurship
- MBA 6310 International Integration of Business
- MBA 6311 International Strategic Management
- MBA 6312 Multicultural Communications

Additional Requirements: six hours of electives at graduate level in international business, international culture, or undergraduate foreign language, or internship with business. Electives must be approved by MBA Director and may be taken abroad.

* Note: With the appropriate academic approvals, IMBA students may substitute courses taken abroad.

[4] Graduate Courses for the Pre-MBA

Follow this link for pre-MBA/graduate certificate course descriptions: [course link](#).

[5] Graduate Courses in Business Administration (MBA)

Follow this link for 6000-level MBA course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.02.01

ADVANCED STUDIES IN TEACHING AND LEARNING

[1] Objectives

The Master of Science in Education in Advanced Studies in Teaching and Learning (ASTL) prepares candidates to become highly skilled and articulate classroom teachers. It is designed to enhance and expand existing knowledge, skills, and dispositions of candidates while fostering the development of competencies expected of advanced educators. The program rests on the assumption that accomplished educators engage in reflective decision-making as they assess and extend their own professional practice. In addition to addressing the eight essential elements of UCA's Professional Education Unit's Conceptual Framework, the program incorporates standards and propositions from appropriate national professional organizations.

Upon completion of the program, ASTL graduates will demonstrate the knowledge, skills, and dispositions necessary to

1. Respond positively to classroom practices that enhance student learning.
2. Critically analyze their own classroom practices and appropriately respond to their findings.
3. Articulate the rationale for decisions they make regarding professional practice, classroom instruction, and classroom/school policies and procedures.
4. Make informed decisions by reflecting on experiences both past and present to improve teaching practices that enhance student learning.
5. Become change leaders for the improvement of their schools.

This 30 hour graduate degree program consists of a 21-hour core plus 9 hours of electives chosen from courses in advanced study in middle level education, secondary education, early childhood education, special education, reading, technology, career orientation, English as a Second Language (ESL), gifted/talented (GT) and/or subject area content. Graduate candidates will complete 10 courses for the degree with the culminating experiences being the creation of a professional portfolio and the successful completion of a written comprehensive exam.

[2] Admission Requirements

Admission into the University of Central Arkansas Graduate Studies program will be required before enrolling in courses. Candidates must have an undergraduate degree, a 2.7 GPA in undergraduate work, Seci nationEx6 2.nst4mayill deralenk, In addit,ate candidatct be requir inst havtherrvemek, Upes progr*(enrovemeio a

Candidates may be allowed to transfer a maximum of six graduate credit hours to the program.

[4] Graduate Courses in Advanced Studies in Teaching and Learning (ASTL)

Follow this link for ASTL course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.02.02

Childhood Education

[1] Objectives

The major purpose of the MSE programs offered through the Department of Early Childhood and Special Education is to offer advanced preparation in assessment, planning, and instructional strategies to personnel working with school age children. MSE programs are standards based, designed around exemplary educational practices, and aligned with the Arkansas Curriculum Frameworks. Master programs are currently available in early childhood, reading and special education. Licensure program is available in gifted and talented.

[2] Guidelines for MSE in Early Childhood

Early Childhood Education Guidelines for M.S.E. include the following:

1. No more than six (6) hours may be transferred from another institution of higher education. The six (6) hours will be electives and will not be considered as substitution of core requirements.
2. Program of study must be filed prior to enrolment in the ninth (9th) hour in consultation with the early childhood academic advisor.
3. GRE must be taken prior to the enrolment in the sixth (6th) hour.
4. Application for participation in the Comprehensive Examination can only be filed after the completion of the twenty-fourth (24th) hour.
5. Participation in the Comprehensive Examination can only take place during the final semester of study.
6. Candidates who fail the Comprehensive Examination on the initial attempt may, after one semester has lapsed, apply for re-examination. This second attempt shall be the final opportunity to participate in the Early Childhood Comprehensive Examination. Should the student fail the second attempt, the degree will not be awarded.
7. Candidates who fail to apply after two years have lapsed since initial unsuccessful attempt on the Early Childhood Comprehensive Examination shall be denied application and the degree will not be awarded.
8. Changes in Program of Study must be filed the semester preceding the alternate course selection.
9. Research Methods (ASTL 6380) must be taken before the ninth (9th) hour.
10. All electives must be approved by the early childhood academic advisor.

[3] Guidelines for MSE in Reading

1. In addition to the general application and GPA requirements of the UCA Graduate School, applicants must
 - a. Submit valid general education teaching license;
 - b. Submit two letters of reference from practicing professionals who can speak to the candidate's knowledge, performance, dispositions, and capability to complete a master's program; and
 - c. Submit appropriate scores on the Graduate Record Examinations.
2. No more than three hours may be transferred from another institution of higher education. These three hours will be elective credit only and will not be considered as a substitution for any core requirement.
3. The Program of Study must be filed prior to enrolment in the 12th hour.

4. Research Methods must be taken before the 12th hour.
5. Application for participation in the Comprehensive Examination can only be filed after the completion of the 24th hour.
6. Participation in the Comprehensive Examination can only take place during the final semester of study.
7. Students who fail the Reading Comprehensive Examination on the initial attempt may, after one semester has elapsed, apply for re-examination. This second attempt shall be the final opportunity to participate in the Reading Comprehensive Examination. Should the student fail the second attempt, the degree will not be awarded.
8. Students who fail to apply after two years have elapsed since the initial unsuccessful attempt on the Reading Comprehensive Examination shall be denied application, and the degree will not be awarded.

[3] Programs of Study

[3.1] Early Childhood

Program of Study for Early Childhood Graduate Candidates

Core Requirements (21 hours): ASTL 6380, ECSE 6386, 6374, 6387, 6388, 6336, 6338

Electives (as approved by advisor) (9 hours): MATH 5308 or MATH 5335, ECSE 6310, 6341, 6346, 6306, 6350, 6382, Social Studies or Science Content Graduate Course

[3.2] Reading

Program of Study for Reading Graduate Candidates

Core Requirements (27 hours): ECSE 6314, 6341, 6342, 6343, 6344, 6345, 6346, 6379; ASTL 6380.

Elective (3 hours): ENGL 5361; LIBM 6318; ECSE 6300, 6302, 6304, 6306, 6325, 6335.

For more information on Gifted and Talented licensure course work contact the Department of Early Childhood and Special Education.

[4] Graduate Courses in Early Childhood and Special Education (ECSE)

Follow this link for ECSE course descriptions: [course link](#).

[5] Graduate Courses in Advanced Studies in Teaching and Learning (ASTL)

Follow this link for ASTL course descriptions: [course link](#).

[6] Graduate Courses in Library Media and Information Technologies (LIBM)

Follow this link for LIBM course descriptions: [course link](#).

As a culminating experience in the graduate preparatory programs, candidates must satisfactorily complete

Candidates may also elect to work toward endorsements, or stated areas of specialization which will appear on the school library media certificate. These endorsements include the following areas: Computer Technology – Hardware (LIBM 6318 Microcomputer Networking, LIBM 6357 Diagnostic Techniques for Computer Maintenance and Repair, and MSTS 6358) and Computer Technology – Software (LIBM 6354 Multimedia, LIBM 6341 Design and Production of Media II, and LIBM 6337 Computer Graphics and Animation). An endorsement requires completion of nine semester hours.

Objectives established for Program Option I: School Library Media reflect specific outcome expectations of those students who complete the Master of Science degree in Library Media and Information Technology. At an acceptable professional level, graduates should be able to

1. Articulate a philosophy of library media services which reflects an integration of principles of library science, educational media, and instructional design;
Design, implement, and market for specified client populations programs of services which further the curriculum objectives of the school/district by integrating them into

Public Information Agencies Specialization (5 or 6 Hours)

LIBM 6272 Public Information Services

Graduate Bulletin

Document Number 3.02.04

Special Education

[1] Objectives

The main purpose of the MSE program in Special Education is to prepare collaborative special education teachers skilled in providing quality instruction to students representing a broad scope of abilities. The master's degree program in special education is designed to meet the performance standards of the National Council for Accreditation of Teacher Education (NCATE), Council for Exceptional Children (CEC), and the National Board for Professional Teaching (NBPTS). The performance-based program contains two tracks designed in accordance with the Arkansas Instructional Specialist Licensure requirements: Collaborative Instructional Specialist Ages 0-8 and Collaborative Instructional Specialist Grades 4-12.

The program is a 36-graduate credit hour program organized around eighteen hours of core coursework and eighteen hours of coursework specific to each track. Candidates are required to meet the performances linked to the core courses prior to beginning one of the tracks. Candidates holding a teaching license in special education may request a transcript analysis by a graduate faculty advisor to determine possible substitutions or electives in the core courses portion of the program of study. Courses in the program must be taken in the sequence listed to ensure the progressive building of a common core of candidate knowledge, skills, and dispositions as described in the Arkansas Instructional Specialist Principles and CEC standards. The program offers a context for NBPTS Exceptional Needs standards. Candidates interested in National Board Certification must meet with a designated faculty advisor prior to completing nine hours of graduate course work.

[2] Admission Requirements

Admission into both the Ages 0-8 track and the Grades 4-12 track of the program will be selective and competitive. Contact the Department of Early Childhood and Special Education (450-3172) for specific application deadlines and course rotations.

In addition to the general application and GPA requirements of the UCA Graduate School, applicants must

1. Submit a valid general education teaching license in the age group specific to the selected Instructional Specialist Track (ages 0-8 or grades 4-12) or a special education teaching license.
2. Submit appropriate scores on the Graduate Record Examination.
3. Complete a program admissions interview with an acceptable rating.

Students will be allowed to transfer a maximum of 6 graduate credit hours to the program.

[3] Program of Study

Core Courses, Required for Both Tracks

ECSE 6300, 6302, 6304, 6306, 6308, and ASTL 6380

Required Courses for Instructional Specialist Ages 0-8 Track

ECSE 6322, 6330, 6327, 6337, 6270, 6271, and 6272

Required Courses for Instructional Specialist Grades 4-12 Track

ECSE 6350, 6365, 6366, 6367, 6370, and 6371

For information on Special Education Licensure coursework contact the Department of Early Childhood and Special Education.

[4] Graduate Courses in Early Childhood and Special Education (ECSE)

Follow this link for ECSE course descriptions: [course link](#).

[5] Graduate Courses in Advanced Studies in Teaching and Learning (ASTL)

Follow this link for ASTL course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.02.05

Training Systems

[1] Objectives

The Master of Science in Training Systems is a professional degree program with a common core with four specialized tracks meeting the needs of four distinct populations: business and marketing teachers, trainers in the corporate world, technologists in the corporate and education areas, and adult education teachers.

The MS program in Training System prepares for advanced profession practice in four specialized tracks:

[1.1] Business/Marketing Technology

The graduate will be able to:

- Design and organize instruction and assessment procedures for all students based on a thorough knowledge of subject matter, pedagogy, and students.
- Demonstrate strong communication skills, employ effective teaching strategies and methodologies, integrate technology into instruction, and use a variety of assessment measures.
- Engage in professional development, demonstrate ethical conduct in working with all constituencies (students, colleagues, parents, and community members), and reflect on their instruction and student learning to assess their effectiveness.

[1.2] Adult Education

The graduate will be able to:

- Understand the central concepts, technology tools of inquiry, and structures of the discipline(s) he/she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.
- Plan curriculum appropriate to the students, to the content, and to the course objectives.
- Plan instruction based upon human growth and development, learning theory, the needs of students, and current technology available.
- Exhibit human relations skills which support the development of human potential.
- Work collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

[1.3] Training and Development

The graduate will be able to:

- Conduct and utilize with the help of technology an occupational analysis including tasks analysis to determine objectives and content for training programs in business and industry.
- Translate adult learning theories in terms of functional relations to trainee instruction.
- Select or design training strategies including the use of technology in business or industrial frameworks that will facilitate achievement of learning outcomes.

- Identify and/or develop instructional materials and media with emphasis on technology in terms of trainee performance levels that are necessary for the achievement of specific training objectives.
- Select and use appropriate methods for evaluation of learning outcomes in training.
- Develop procedures to measure the effectiveness of a training program in meeting its stated objectives.

[1.4] Technology Specialist

The graduate will be able to:

- Create and implement a well-organized plan to manage available technology resources through identification, evaluation, and selection.
- Apply troubleshooting strategies for solving hardware and software problems.
- Design, implement, and assess collaborative learning activities in which students use technology to solve authentic problems in business, industry, or education.
- Design an evaluation plan that applies multiple measures and flexible assessment strategies.

[2] Degree Requirements

Thirty-six semester hours of course work for which graduate credit is given will be required of the candidate for the MS degree. Graduate Record Examinations (GRE) scores must be submitted before the completion of the first semester enrolled. The student must meet the following course requirements and successfully present an exit portfolio.

[2.1] Master of Science in Training System Core (18 hours)

ASTL 6380, ASTL 5340; MSTS 5325, 6322, 6323, 6375.

[2.2] Track I: Business and Marketing Technology (6 hours)

MSTS 6326, 6359.

[2.3] Track II: Adult Education (9 hours)

MSTS 5395, 5396, 6359.

[2.4] Track III: Training and Development (9hours)

MSTS 5396, 6340, 6350.

[2.5] Track IV: Technology Specialist (9 hours)

MSTS 6331, 6335, 6357.

[2.6] Electives (Track I, 12 hours; Track II-IV, 9 hours)

From MSTS with the approval of advisor.

[3] Graduate Courses in Training Systems (MSTS)

Follow this link for MSTS course descriptions: [course link](#).

[4] Graduate Courses in Advanced Studies in Teaching and Learning (ASTL)

Follow this link for ASTL course descriptions: [course link](#).

Music Electives	1
Non-music electives, chosen in consultation with the advisor, from the College of Education, the Graduate School of Management, Leadership, and Administration, or the College of Health and Applied Sciences	9

[3.3] Additional requirements for all other concentrations

1. Diagnostic or placement tests in conducting for students pursuing conducting degrees.
2. (Voice Performance) Completion of a diction and comprehension competency exam in French and German, with deficiencies to be made up before graduation.
3. Completion of a minimum of 31-34 hours in music, depending upon field of emphasis, at least 2/3 of which must be at the 6000 level.
4. Satisfactory performance on an oral comprehensive exam.
5. Completion of the following music courses, in addition to the nine hour core requirement:

[3.3.1] Concentration: Performance (32 hours total)

Applied (10 hours)	
Major Instrument or Voice	8
Recital	2
Core (7 hours)	
Literature of Major Instrument or Voice (2 courses)	4
Music History	3
Other (6 hours)	
Pedagogy of the Major Instrument or Voice	2
Ensembles	2
Electives	2
NOTE: Completion of a thesis (6 hours) is an option in this degree.	

[3.3.2] Concentration: Instrumental Conducting (31 hours total)Core (20 hours)

Instrumental Conducting	2
Instrumental Conducting Practicum	3
Score Reading	3
Instrumental Literature I/II	4
Music History or Music Theory	3
Conducting Recital	2
Other (5 hours)	
Ensembles	3
Applied or electives (in Music)	2
NOTE: Completion of a thesis (6 hours) is an option in this degree.	

Graduate Bulletin

Document Number 3.04.01

Family and Consumer Sciences

[1] Objectives

The graduate program in family and consumer sciences leads to the Master of Science degree. The program is designed to serve the needs of qualified students preparing for family and consumer sciences careers in business, education, hospitals, industry, government, or community agencies, or for entering a doctoral program in family and consumer sciences or in a related discipline. A post-baccalaureate Dietetic Internship is also offered.

[2] Dietetic Internship

The Dietetic Internship is a supervised dietetic practice and study program accredited by the Commission on Accreditation for the American Dietetics Association. The dietetic internship meets performance requirements for eligibility to write the ADA registration exam to become a registered dietitian. The dietetic internship is to be completed in two summers. Summer I includes eleven weeks of instruction in community nutrition and administrative dietetics. Summer II includes twelve weeks in therapeutic nutrition. Practice sites include various health care facilities in the central Arkansas area.

[2.1] Dietetic Internship Entrance Requirements

1. Baccalaureate degree.
2. Statement of certification regarding completion of American Dietetic Association accredited/approved Didactic Program in Dietetics (DPD program).
3. Official transcript(s) of course work from all colleges and universities attended.
4. Minimum of 3.00 GPA (on a 4.00 scale).
5. Work experience in nutrition-related area.
6. Completed dietetic internship application including letter of application and three references postmarked by February 1.

[3] Master of Science Degree

[3.1] Program Admission Requirements

Admission to the MS degree program in family and consumer sciences requires a baccalaureate degree in Family and Consumer Sciences (formerly Home Economics) or an allied area. In addition to entrance requirements for the graduate school, satisfactory scores on the General Section of the Graduate Record Examinations (GRE) must be submitted.

[3.2] Degree Requirements

For the MS degree, the student must fulfill one of the following options:

[3.2.1] Thesis Option (30 hours)

1. Core requirements (9 hours): FACS 6300, ASTL 6380 and ASTL 6382 or

substitute courses approved by department chair.

2. Thesis research (6 hours): FACS 6344, 6345 (The procedures for selecting and writing a thesis will be those prescribed in the current UCA Thesis and Dissertation Preparation Guide, available in the Graduate Office or on-line at <http://www.uca.edu/divisions/academic/graduate>).
3. Specialization track (12 hours): student will select one of the specialization tracks listed below.
4. Elective (3 hours): elective in an allied area approved by major advisor.

[3.2.2] Non-Thesis Option (36 hours)

1. Core requirements (9 hours): same as for thesis option.
2. Specialization track (15-18 hours): student will select one of the specialization tracks listed below.
3. Elective (9-12 hours): electives in an allied area approved by major advisor.

[3.2.3] Specialization Tracks

1. **Clothing, Textiles and Fashion** (12 hours with thesis, 15-18 hours without thesis): FACS 5330, 6303, 6305, 6306, 6309, 6320.
2. **Nutrition and Foods** (12 hours with thesis, 15-18 hours without thesis): FACS 5315, 5316, 5317, 5318, 5321, 5324, 5330, 5375, 6307, 6308, 6309, 6313, 6320.
3. **General Family and Consumer Sciences** (12 hours with thesis, 15-18 hours without thesis): All FACS courses listed in the specialized tracks may be used for the general degree. In addition to the courses listed in the two specialized areas, the following courses may be used as electives in the general track: FACS 5310, 6310, 6311, 6312, 6330, 6341, 6342, 6354.

[3.3] Additional Requirements

[3.3.1] MS Thesis Option

After the thesis has been read and approved and before the candidate is recommended to the Dean of the Graduate School for graduation, the candidate will meet with his/her thesis committee for an oral examination, which will consist principally of a defense of the thesis. A majority of the student's committee must approve the thesis and its defense. If approval is denied, the candidate will not be recommended for graduation. In this event, the student may be re-examined at a later period, no sooner than two months after initial examination.

[3.3.2] MS Non-Thesis Option

The student will be required to pass a written comprehensive examination or a graduate portfolio. The examination will be administered each spring semester and during the first summer session each year. To be eligible to take the examination the student must be within six hours or less of reaching degree requirements upon completion of the semester in which the comprehensive examination is scheduled.

[4] Graduate Courses in Family and Consumer Sciences (FACS)

Follow this link to FACS course descriptions: [course link](#).

Health Sciences

[1] Objectives

within the department chosen with approval of the graduate advisor. Students who do not have prior background in health education will complete all 18 hours of electives in the department. Courses may be selected from the following: H SC 5301, 5302, 5303, 5305, 5310, 5312, 5320, 5343; one of the Techniques courses (5350, 5351, 5352); 5365 or 5665; 6310, 6311, 6335, 6350, 6353, 6360, 6371.

The student will be required to pass a written and oral comprehensive examination. The examination will be administered during the spring and fall semesters and the first summer session each year. To be eligible to take the examination the student must be within six hours of completing the degree requirements. An oral examination will be scheduled no later than two weeks following the written examination. It will be the responsibility of the student to advise the department's graduate coordinator of the intent to take the examination.

Core requirements (15 hours): KPED 6300, 6310, 6315, 6316, 6333.

Electives (21 hours): Selected with approval of graduate advisor not to exceed more than nine hours from an outside field. Courses in Kinesiology and Physical Education that can be used as electives under either option are KPED 5363, 5371, 6320, 6330, 6334, 6340, 6350, 6360, 6370.

[4] Graduate Courses in Kinesiology and Physical Education (KPED)

Follow this link for KPED course descriptions: [course link](#).

Nursing

[1] Objectives

Graduates of the Master of Science in Nursing degree are prepared for advanced professional practice as a clinical nurse specialist (CNS) or nurse practitioner (NP), have the foundation for doctoral study, and are prepared for life-long learning and continued professional development. Clinical nurse specialist graduates are also prepared as nurse educators (NE).

31) Adult Psychiatric Mental Health. The NPE program focuses on primary

31) Psychiatric Mental

Graduates of both programs are academically qualified to take the appropriate American Nurses

Nurse Practitioners (RNs) to receive course credit-by-challenge for up to 15 graduate hours of the Family Nurse Practitioner track. Credit-by-challenge is awarded based on the student's credentials and through portfolio review or comprehensive exam. Students must complete a minimum of 30 graduate credit hours for the degree. For more information, contact the department.

[7] RN to MSN Option

1. Removal of any undergraduate course deficiencies or grade provisions.
2. Completion of between 26 and 30 graduate hours of nursing coursework at UCA with a minimum GPA of 3.00.
3. Completion of two of the four MSN foundation courses (6202, 6301, 6303, 6347) and one of the first required clinical courses in the MSN curriculum with a minimum GPA of 3.00.

[12] Course Requirements

[12.1] Courses for Both Tracks (CNS/NE and NP)

MSN Foundation Courses (both CNS/NE and NP tracks) (12 hours): NURS 6301, 6303, 6304, and 6347

Advanced Practice Foundation Courses (both CNS/NE and NP tracks) (10 hours): NURS 6320, 6325, and 6415

[12.2] Courses for the CNS/NE Track

CNS Clinical Courses--Medical/Surgical Focus (12 hours): NURS 6501, 6502, 61/6254 (2 hours required)

CNS Clinical Courses--Community/Family Focus (12 hours): NURS 6505, 6506, 61/6250 (2 hours required)

CNS Clinical Courses--Psychiatric/Mental Health Focus (12 hours): NURS 6507, 6508, 61/6258 (2 hours required)

Nurse Educator Courses (9 hours): NURS 6345, 6348, 6350

[12.3] Courses for the NP Track

NP Clinical Courses--Family Focus (17 hours): NURS 6520, 6521, 6526, and 61/6264 (2 hours required)

NP Clinical Courses--Adult Focus (12 hours): NURS 6521, 6526, and 61/6260 (2 hours required)

NP Clinical Courses--Psychiatric Mental Health Focus (20 hours): NURS 6507, 6508, 6521, and 6526

NP Support Courses (5 hours): NURS 6226 and 6330

Nurse Educator Courses (optional): NURS 6345, 6348, 6350

[13] Graduate Courses in Nursing (NURS)

Follow this link for NURS course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.04.05

Occupational Therapy

[1] Occupational Therapy: Skills for the Job of Living

Occupational therapy is the use of purposeful and meaningful occupations with individuals who are limited by physical, psychosocial, or developmental disabilities, poverty or cultural differences, or the aging process, in order to maximize independence, facilitate adaptation, prevent disability, and maintain health. The practice encompasses evaluation, treatment, and consultation. Reference to occupation is in the context of human goal-directed use of time, energy, interest, and attention.

Specific occupational therapy services include administering and interpreting assessments designed to evaluate the individual with regard to physical, cognitive, psychosocial, and functional performance; teaching daily living skills; developing perceptual-motor skills and sensory integrative functioning; developing play skills and prevocational and leisure capacities; designing, fabricating, or applying selected orthotic, prosthetic, or assistive devices; using specifically designed activities to enhance functional performance; and evaluating and adapting occupational environments. These services are provided individually, in groups, or through social systems.

[2] Master of Science (Entry-Level)

[2.1] Purpose

The objective of the professional curriculum in occupational therapy is to educate entry-level therapists competent and skilled in providing occupational therapy services to individuals whose independence is at risk or limited by a variety of disabling conditions or circumstances. Graduates are prepared to practice independently in a wide range of service-delivery models, with emphasis placed on the development of collaborative and therapeutic relationships with clients, families, and other health and human service professionals. Moreover, they are prepared to generate and participate in research associated with the discipline of occupation science, as well as the practice of occupational therapy.

[2.2] Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in collaboration with the American Occupational Therapy Association. The address for ACOTE is 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220; phone: (301) 652-2682.

[2.3] Certification

Upon successful completion of the program, the student will have fulfilled the requirements for the Master of Science degree and will have met the educational requirement to sit for the national examination leading to certification by the National Board for Certification in Occupational Therapy (NBCOT). The address for NBCOT is 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-1450; phone: (301) 990-7979. Note: A felony conviction record may affect an individual's eligibility to become certified as an occupational therapist. Individuals

who are interested in a career in occupational therapy, but who have had a felony conviction should contact the NBCOT (prior to beginning the academic program) to determine whether they would be eligible for certification.

Graduates of the program also meet the educational requirements for state licenses. Specific state licensure boards should be contacted for detailed licensure requirements.

[2.4] Course of Study

The curriculum leading to the Master of Science in Occupational Therapy requires completion of 33-34 hours of prerequisite course work plus 54 undergraduate hours of professional-level courses. The graduate phase of the program requires completion of 53 (thesis) or 56 (non-thesis) hours of professional-level courses. For students who do not possess a baccalaureate degree, 70 hours of prerequisite and general education courses must be completed; the Bachelor of Science in Health Sciences (Occupational Therapy emphasis) is awarded following the fourth semester in the professional curriculum. Prerequisite courses may be completed at UCA or at any other regionally accredited college or university. Students who plan to complete prerequisites at another university are strongly urged to contact the Occupational Therapy Program Advisor to determine course equivalency.

The professional-level curriculum consists of a minimum of eight semesters of on-campus study. During this time, students are engaged in both classroom work and Level I fieldwork experiences (minimum 80 hours per semester) at facilities in Arkansas and contiguous states. Following campus study, students are assigned to facilities in Arkansas and/or contiguous states for full-time fieldwork experiences of six-months' duration. Students are responsible for their own transportation and living expenses throughout the program, including fieldwork.

[2.5] Program Admission Requirements

Application to the professional program is made upon completion of the prerequisite courses, through a competitive admission process. Students seeking admission to the professional program in occupational therapy must

1. Apply to and meet all admission requirements of the university (if not previously a student at UCA).
2. Complete an application for admission to the occupational therapy professional program and pay a non-refundable application fee of \$50 (current full-time UCA students are exempt from the application fee).
3. Have a minimum overall GPA of 2.75.
4. Complete a minimum of 20 hours volunteer or direct work experience under the supervision of an occupational therapist and submit a performance rating sheet from this experience (form and specific instructions are available from the Occupational Therapy department).
5. Complete the following prerequisite course work with a grade of C or better. Students who have not completed all prerequisite courses may apply for admission; however, completion of all prerequisites is required prior beginning the professional curriculum.

	SCH
BIOL 1400 or 1440; 2405; 3370 or 2411	11-12
CHEM 1402(preferred) or 1450	4
PHYS 1405	4

[3.1] Program Admission Requirements

In addition to the Graduate School admission requirements, the Occupational Therapy Department requires the following:

1. Graduation from an accredited program in Occupational Therapy with a baccalaureate degree or its equivalent.
2. Certification as an Occupational Therapist by the National Board for Certification in Occupational Therapy.
3. Completion of separate departmental application form (available from the department).
4. Submission of Graduate Record Examinations (GRE) General Test score.
5. Three letters of reference (submitted to the department).
6. Interview with a member of the department's graduate faculty may be required.
7. International students are encouraged to contact the department with regard to requirements for NBCOT certification.

[4] Graduate Courses in Occupational Therapy (OTHY)

Follow this link for OTHY course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.04.06

Physical Therapy

[1] Mission and Objectives

The mission of the Department of Physical Therapy is to assist the university and college in the enhancement of the health and well-being of the public by providing the state of Arkansas with high quality physical therapy didactic and clinical education at professional and post-professional levels. Through this mission, the faculty seek to produce physical therapy practitioners who will help meet identified health, education, and research needs in Arkansas as well as in other states. The professional curriculum in physical therapy assists students in developing the general means to deal flexibly and effectively with the wide range of responsibilities they will encounter in professional practice. Therefore, the faculty believe that emphasis should be placed on using knowledge, critical analysis, and creative thinking to solve new and varied problems. Students will develop both the ability and the desire to pursue self-directed study after graduation. The curriculum has two levels: professional level for the student who wishes to become a physical therapist and post-professional level for the physical therapist who wishes to update and develop advanced skills.

[2] Professional Degree: Doctor of Physical Therapy (DPT)

The curriculum leading to the Doctor of Physical Therapy degree requires 54 hours of prerequisite course work and a completed baccalaureate degree. The curriculum is designed as a 4+3 curriculum (4 years prerequisite course work culminating in a baccalaureate degree and 3 years of professional course work) with a clinical doctorate awarded after 36 months of successful study. The final months of the DPT curriculum are devoted to full-time clinical internships in physical therapy departments at selected institutions. Additional information on the philosophy, objectives, curriculum plan, and course sequence and on the admission process may be obtained by telephoning the Department or visiting the Department website.

[2.1] Program Admission Requirements

In addition to meeting the general requirements of the Graduate School, the applicant must complete a department application and

1. Present two official transcripts from every college attended including a transcript showing an earned baccalaureate degree from an accredited institution. Degree must be awarded by August enrollment date. (Students pursuing a baccalaureate degree at UCA may want to consider the BS in Health Sciences with a physical therapy emphasis.)
2. Demonstrate evidence of a minimum cumulative GPA of 3.00 on a scale of 4.00 and a science GPA of 2.75 on a scale of 4.00 for all biology, chemistry, and physics course work.
3. Provide a score report for the Graduate Record Examinations (GRE).
4. Provide documentation of 45 hours of PT observation at three different clinical settings (10-20 hours per facility).
5. Submit the application fee (specific fee information provided yearly in the application packet).
6. Attend an interview (scheduled after review of applicant's packet).
7. Have completed the following courses or their equivalents:

	SCH
General Psychology (PSYC 1300) and a Psychology elective	6
Chemistry (CHEM 1402 and 1403 or 1450 and 1451; other courses such as CHEM 2401, 2440, and 3411 are available by approval)	8
Physics (PHYS 1410 and 1420; Physical Science not accepted)	8
Biology, including the following: 4 hours of Principles of Biology, at least 6 hours of Human Anatomy and Physiology, 3 hours of Introductory Neuroscience, 3-4 hours of Microbiology, Pharmacology, or Pathophysiology, 4 hours of Histology	22
Introduction to Computers (CSCI 1300) or another computer course that includes word and data processing.	3
Statistics (PSYC 2330, MATH 2311, SOC 2321, ECON 2330)	3
Medical Terminology (H SC 3123)	1
Technical Writing (WRTG 3310)	3
Total Hours Required	54

8. Have completed 30 of the 38 hours of science course work prior to the application deadline.

The professional curriculum in physical therapy has enrollment limitations, and entry is by specific application and competitive admission. The application deadline is approximately February 1, and rolling admission may occur after that deadline until the class is filled. Application packets with the appropriate UCA and department forms are available in the fall. The Admissions Committee meets in mid to late March, and applicants will be notified by early to mid April. A tentative acceptance will be granted to the applicant who is otherwise competitive, but any remaining prerequisite course work must be completed before enrollment in the curriculum, and minimal grade standards must be achieved.

[2.2] Special Admissions Options

1. UCA Students: Students who begin study at UCA and who meet specified performance standards will be eligible to apply to the Physical Therapy program following completion of 28 semester credit hours. Another opportunity to apply will be given to students after completion of 90 credits at UCA. Actual enrollment into the program will occur after completion of a baccalaureate degree. These opportunities will give students who study at UCA an advantage over transfers in securing a position in the Physical Therapy Professional Program. If you are currently a UCA student, please contact the physical therapy advisor for details regarding this policy.
2. Grade Point Averages and GPA for recent course work:
30 semester hours or 45 quarter hours: The GPA for the most recent course work will be considered by the Admissions Committee as a substitute for the cumulative GPA for admission purposes only. The substitution may be made if the GPA for the last 30 semester hours (45 quarter hour equivalent) is at least 10% higher than the cumulative GPA and includes 15 hours of appropriate science course work. A minimum 2.75 cumulative GPA requirement and a minimum 2.75 science GPA requirement must be met prior to using this option. No more than eight hours of the science course work may be repeated course work. The total hours for the recent college GPA are obtained by beginning with the last semester or quarter of course work and moving backwards chronologically on the transcript(s) until 30 semester hours or quarter hour equivalents are obtained. All courses are included. No more than one-third of the non-science course work included in the recent course work GPA may be repeated course work.

[2.3] Tuition and Fees

In addition to the general registration and other mandatory fees established by the university, a fee of \$11.00 per semester hour is required for physical therapy course work. Information on general registration and other mandatory fees is available from the Business Office. No

[3] Post-Professional Degree: Master of Science (MS)

This degree is designed to serve the needs of qualified physical therapists by providing research skills and advanced clinical skill in a specific area of interest. The balance between course work with clinical content and research course work is determined by the student and a graduate committee. The student may elect a thesis or non-thesis option. Admission to the professional MS curriculum requires at least a baccalaureate degree in PT or equivalent, the submission of official transcripts of all previous course work, and eligibility for admission to the UCA graduate school. The program requires 30 hours with the thesis or 36 hours of course work for the non-thesis option.

[4] Post-Professional Degree: Doctor of Physical Therapy (DPT)

The post-professional transitional Doctor of Physical Therapy (DPT) degree program requires the development of skills essential to a doctoring professional and some elective work for advanced competencies. Students may enter the DPT program having completed a baccalaureate degree, an entry-level master's degree, or a post-professional master's degree. Students must hold a license to practice therapy in a state or territory of the United States. Dependent upon the entry degree, credit-hour requirements for completion of the DPT degree are as follows:

Entry degree	Credit hours required
Professional master's degree	45 credit hours
Post-professional master's degree	45 credit hours (up to 15 credit hours of post-professional graduate course work from another accredited institution may be transferred for elective course work)
Professional baccalaureate degree	72 credit hours (up to 15 credit hours of post-professional graduate course work from another accredited institution may be transferred for elective course work)

[4.1] Program Vision

The post-professional Doctor of Physical Therapy (DPT) Transitional Track is designed to extend the roles of physical therapists in areas that were not fully developed in initial professional degree programs, particularly diagnosis and evidenced-based practice. The curricular track focuses on content the profession has determined is essential to the practice capabilities of holders of the clinical doctorate.

[4.2] Program Objectives

A graduate of the DPT curriculum post-professional track

1. Integrates medical screening, diagnosis, and prognosis within clinical practice and serves as a primary care practitioner.
2. Applies contemporary, culturally aware practice language and principles using disability and patient/client management models.
3. Exhibits knowledge in screening, examination, evaluation, diagnosis, prognosis, and intervention in the four areas of practice (musculoskeletal, neuromuscular,

[4.4.2] For the Student with a Baccalaureate Degree

Course substitutions are possible with approval by department chair based upon professional self-assessment.

Course Number	Course Title	SCH
PTHY 7317	Professional Self-Assessment	1
PTHY 7310	Professional Leadership in Physical Therapy	3
PTHY 7321	Efficacy in Physical Therapy Practice I	3
PTHY 7322	Efficacy in Physical Therapy Practice II	3
PTHY 6340	Research Design in Physical Therapy	3
PTHY 7320	Efficacy Research in Physical Therapy: Problems and Issues	3
PTHY 7388	Lifespan Motor Development	3
PTHY 6314	Neurophysiological Principles of Motor Control	3
PTHY 6250	Medical Therapeutics in Rehabilitation	2
PTHY 7330	Applied Histology, Pathology, and Physiology	3
PHIL 5350	Health Care Ethics	3
PTHY 7365	Differential Diagnosis in Physical Therapy	3
PTHY 7390	Advanced Anatomy	3
PTHY 7325	Clinical Education Practicum	3
PTHY 7425	Clinical Education Practicum	4
PTHY 6110	Clinical Practicum: Administration	1
PTHY 7385	Teaching Practicum in Physical Therapy Education	3
PTHY 7110	Seminar in Physical Therapy III (documentation)	1
PTHY 7111	Seminar in Physical Therapy IV (diagnosis)	1
PTHY 7206	Seminar in Physical Therapy V (complex patients)	2
PTHY 7207	Seminar in Physical Therapy VI (culminating project)	2
	Electives from existing courses	19
	Total	72

[5] Doctor of Philosophy (PhD)

[5.1] Objectives

The PhD degree program graduate will demonstrate

1. Skill in the conduct of original research, providing evidence of an understanding of research designs and the ability to formulate hypotheses, plan methodologies, gather data (quantitatively and qualitatively), draw conclusions, and effectively communicate research findings;
2. A commitment to engage in scholarship after graduation and to discover new knowledge and develop theoretical principles that advance the understanding of physical therapy practice;

[5.2] Application Process

Students wishing to pursue the Doctor of Philosophy (PhD) degree program in physical therapy will be admitted through a process involving a mutual decision between the graduate dean and the Department of Physical Therapy. Applicants must submit the application materials to the Graduate School. Contact the department for further information. The following materials must be submitted:

1. An application for Admission to the program from the Department of Physical Therapy.
2. An application for Admission to Graduate Study at the University of Central Arkansas.
3. Scores on the Graduate Record Examinations (GRE) Aptitude Test.
4. Two letters of reference.
5. A brief letter indicating a statement of purpose.
6. Verification (transcripts) of completion of a CAPTE-accredited physical therapy curriculum (or equivalent) with a GPA of at least 3.00 (4.00 scale).
7. A license to practice as a physical therapist in the United States or its territories or a letter from the Arkansas State Board of Physical Therapy providing proof of license eligibility.

[5.3] Admission Process

[5.3.1] Review by the PhD Admissions Committee

The PhD Admissions Committee for the Department of Physical Therapy consists of five members of the UCA graduate faculty. Four members are faculty in the Department of Physical Therapy, and one member is a graduate faculty member from a department other than Physical Therapy. Upon submission of the application materials, the PhD Admissions Committee will determine whether the applicant meets the criteria for acceptance including academic credential, GPA, scores on the GRE and TOEFL (if required), and appropriate interest area and statement of purpose.

[5.3.2] Interview

Applicants who meet the criteria are invited for an interview. An on-site interview at the University of Central Arkansas is preferred, but a telephone interview may be conducted when extenuating circumstances prevail.

[5.4] Residency Requirement

A minimum of 3 years of study is necessary to attain the level of achievement required for completion of the Doctor of Philosophy degree. To assist in achieving the required level and to have ample opportunity to be part of the scholarly environment, the student is required to be in residence onsite in the Department of Physical Therapy for two consecutive semesters which may be Fall and Spring or Spring and 10-week Summer. While in residence, students are expected to be registered for a minimum of 6 credits per semester.

[5.5] Program of Study

As graduates of accredited physical therapy educational programs, applicants to the PhD degree program are expected to possess knowledge regarding the profession of physical

[5] Counseling Programs

[5.1] Purpose

Courses in counseling are designed to (1) provide the student with competencies necessary to develop and manage counseling programs, (2) meet counseling certification requirements in Arkansas, (3) acquaint educational personnel with counseling principles, and (4) provide non-school personnel with the competencies necessary for functioning in a helping relationship within a counseling setting.

[5.2] Master of Science Degree

The department offers the Master of Science degree in Counseling in two areas: School Counseling and Community Counseling. Successful completion of 45 semester hours of graduate credit is required for the MS degree in School Counseling and 60 semester hours for the MS degree in Community Counseling.

Listed below are each of the areas in which students may major and the required courses.

[5.2.1] School Counseling Program (45 hours)

In order to be recommended for licensure in School Counseling to the Arkansas Department of Education, the student must (1) hold or be eligible to hold an Arkansas teaching license, (2) have one school year of full-time experience as a certified classroom teacher, (3) submit scores on the Counseling section of the Praxis Examination in Guidance/Counseling.

General Requirements (45 hours)

COUN 6307, 6308, 6322, 6334, 6342, 6350, 6360, 6642S (3 hours);
PSYC 5320, 6315, 6335, 6354, 6356, 6370, 6398.

[5.2.2] Community Counseling Programs (60 hours)

Before application can be approved for Community Counseling, applicant must have nine semester hours in psychology, including general psychology, statistics, and theories of personality. All deficiencies must be made up before final acceptance into the program.

Required Courses

Core Curriculum Requirements of LPC (39 hours): PSYC 6398, COUN 6334, COUN 6342, COUN 6350, PSYC 5320, PSYC 6354, PSYC 6356, COUN 6360, COUN 6381, COUN 6382, PSYC 6370, COUN 6642S.

Other Requirements (15 hours): PSYC 6355, PSYC 6314, PSYC 6325, PSYC 6393, PSYC 6372.

Electives (9 hours): choose 3 of the following: PSYC 6363, PSYC 6330, PSYC 6315, PSYC 6379, PSYC 6316, PSYC 6335, PSYC 6361, PSYC 7312, PSYC 7325.

[5.3] Licensure

Students completing the Community Counseling degree program are eligible to take the examination for licensure as an Licensed Associate Counselor under Act 593. After three years of supervised experience, they are eligible for examination as a Licensed Professional Counselor.

[6] Graduate Courses in Counseling (COUN)

Follow this link for COUN course descriptions: [course link](#).

[7] Psychology Programs

[7.1] Counseling Psychology

The Master of Science degree in Counseling Psychology is designed so that it may serve either as a terminal degree with professional employment opportunity or as a firm foundation for prospective doctoral candidates. This will include the understanding of psychological theories, testing, and counseling at a level that will enable graduates to function successfully as Licensed Psychological Examiners in a variety of mental health facilities.

Before the application can be approved for Counseling Psychology you must have:

1. Fifteen semester hours in psychology, consisting of the following courses: Psychological Statistics, Experimental Psychology (lab not required), Abnormal Psychology, Theories of Personality, and Psychological Tests and Measurements. All deficiencies must be made up before admission to the program.
2. Submission of transcripts of all completed course work.
3. Submission of Graduate Record Examinations (GRE) scores on the General Section.
4. Three letters of recommendation from former college professors or individuals otherwise qualified to comment on your professional and academic potential.
5. A 500-word statement of purpose which includes your interest in the field of psychology and your goals upon completion of the degree.

[7.1.1] Course Requirements for Counseling Psychology (60 hours)

For a master's degree in Counseling Psychology, the student must meet the following course requirements and pass a comprehensive examination.

Category I (39 hours)

PSYC 6313, 6314, 6330, 6331, 6350, 6354, 6356, 6379, 6398, 6642S; COUN 6350, 6381, 6382.

Category II (9 hours)

Three courses from PSYC 7325, 7312, 6363, 6370.

Category III (12 hours)

One course from: PSYC 6315, 6355, or 6393.

Three courses from PSYC 5353, 6316, 6325, 6335, 6345, 6361, 6362, 6363, 6372, 6375, 6376, 6381, 6643; COUN 6342,

1. All electives must be approved by advisor.
2. Only three hours of problem courses may be used in the program.
3. Six hours may be transferred from another college if approved by the Counseling Psychology Committee or chairperson.

Upon completion of all course work and satisfactory performance on a comprehensive examination, the student will take an internship in an approved mental health facility. It will be a full-time 600-hour internship for the equivalent of one regular semester.

[7.2] School Psychology

The School Psychology programs are designed to prepare professional School Psychologists who understand psychological theories, principles, and techniques and can apply this knowledge to a variety of school-related issues and settings. A second objective of the program is to provide a solid academic background for students who intend to work for higher degrees in psychology.

Before the application for School Psychology can be approved, an applicant must have

1. Twelve semester hours of undergraduate preparation in psychology, including an undergraduate statistics course and a course in tests and measurements. All such deficiencies must be satisfied before admission to the program.
2. Submitted transcripts of all completed course work.
3. Submitted Graduate Record Examinations (GRE) scores on the General Section.
4. Three letters of recommendation from former college professors or individuals otherwise qualified to comment on the applicant's professional and academic potential.

[7.2.1] Course Requirements for School Psychology

The department offers two programs:

1. Specialist-level certification is awarded after completing a 45-semester hour Master of Science degree plus completion of 15 additional semester hours (including six hours for a two-semester internship).
2. The PhD program requires 120 semester hours of course work, practica, and internship.

Students must apply to either the specialist-level program or the PhD program. Admission to the specialist-level program does not imply continuation toward the PhD degree.

Curriculum for the Specialist-Level Certification Program

Fall Year 1

PSYC 6375 Professional School Psychology
PSYC 6330 Advanced Psychological Statistics

PSYC 6354 Theories of Psychotherapy and Counseling
Elective

Spring Year 1

PSYC 6331 Research Design
PSYC 6316 Child Psychopathology
PSYC 6373 Individual and Organizational Consultation
Elective

Summer Year 1

PSYC 6370 Advanced Developmental Psychology
PSYC 6335 Identification and Remediation of Learning
Problems
PSYC 6398 Legal and Ethical Issues in Psychology and
Counseling
PSYC 7325 Physiological Psychology

Fall Year 2

PSYC 6315 Applied Behavior Analysis
PSYC 6332 School Psychology Practicum I
PSYC 6313 Psychoeducational Assessment
Comprehensive Examination

After successful completion of 45 hours (including six hours of approved electives) and the comprehensive examination, the student is awarded the MS degree in School Psychology. This does not meet the requirements for licensure or certification in Arkansas. The student must complete the additional 15 hours, including the one-year internship, to be eligible for licensure or certification in Arkansas as a School Psychology Specialist (60 hours total).

Spring Year 2

PSYC 6376 Psychoeducational Assessment II
PSYC 6379 Personality Assessment
PSYC 6333 School Psychology Practicum II

Fall and Spring, Year 3

PSYC 6642 Internship

Total Semester Credit Hours: 60

After completion of the 60-semester hour sequence, the student receives his/her certificate of completion and is eligible for licensure/certification in Arkansas as a School Psychology Specialist.

Curriculum for the PhD Program

Fall Year 1

PSYC 6375 Professional School Psychology

PSYC 6350 History of Psychology
PSYC 6330 Advanced Psychological Statistics
PSYC 6370 Advanced Developmental
PSYC 6354 Theories of Psychotherapy and Counseling

Spring Year 1

PSYC 6331 Research Design
PSYC 6316 Psychopathology and Developmental
Disorders in Childhood
PSYC 6373 Individual and Organizational Consultation
PSYC 6363 Advanced Social Psychology
PSYC 6360 Organization and Operation of Schools:
Implication for School Psychologists

Summer Year 1

PSYC 6393 Marital and Family Therapy
PSYC 6335 Identification and Remediation of Learning
Problems
PSYC 6398 Legal and Ethical Issues in Psychology and
Counseling
PSYC 7312 Learning and Cognition

Fall Year 2

PSYC 6315 Applied Behavior Analysis
PSYC 6332 School Psychology Practicum I
PSYC 6313 Psychoeducational Assessment I
PSYC 7141 Doctoral Research Seminar in School
Psychology

Spring Year 2

PSYC 6333 School Psychology Practicum II
PSYC 6379 Personality Assessment
PSYC 6376 Psychoeducational Assessment II
PSYC 7241 Doctoral Research Seminar in School
Psychology

Summer Year 2

PSYC 6355 Multicultural Issues in Psychology and
Counseling
PSYC 7325 Physiological Psychology
PSYC 7315 Application of General Linear Models to
Experimental Design
PSYC 6356 Group Psychotherapy and Counseling
PSYC 7341 Doctoral Research Seminar in School
Psychology

Fall Year 3

PSYC 7305 Doctoral Practicum in School Psychology I

PSYC 7320 Regression and Multivariate Analysis
PSYC 8305 Psychoeducational Intervention I
PSYC 9310-9910 Dissertation in School Psychology

Spring Year 3

PSYC 7306 Doctoral Practicum in School Psychology II
PSYC 7335 Program Evaluation in School, Community,
and Mental Health Settings
PSYC 8310 Psychoeducational Intervention II
PSYC 9310-9910 Dissertation in School Psychology

Summer Year 3

PSYC 9310-9910 Dissertation in School Psychology

Fall Year 4

Elective
P8315 Mental Health Promotion and Prevention
PSYC 9310-9910 Dissertation in School Psychology

Spring Year 4

Elective
P7330 Research and Grant Writing
PSYC 9310-9910 Dissertation in School Psychology

Summer Year 4

PSYC 9310-9910 Dissertation in School Psychology

Year 5

PSYC 9605 Doctoral Internship in School Psychology
PSYC 9606 Doctoral Internship in School Psychology

Total Semester Hours: 120

[8] Graduate Courses in Psychology (PSYC)

Follow this link for PSYC course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.04.08

Speech-Language Pathology

[1] Objectives

The MS degree program in Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) and is designed to meet academic and clinical standards for ASHA's Certificate of Clinical Competence in Speech-Language Pathology.

Each graduate of the program will also meet academic and clinical requirements for Arkansas licensure in Speech-Language Pathology and Arkansas teacher licensure. In addition to any undergraduate deficiencies for these certifications, the student must complete a minimum of 33 hours of academic study and 14 hours of practicum. Twenty-four of the total 47 hours must be at the 6000 level. The student must meet with the departmental graduate advisor to prepare a plan of study to ensure that all requirements are met. A student with less than a 3.00 overall GPA in courses on a plan of study will not be permitted to enroll in graduate clinical hours. Finally, each student must adhere to the rules of ethical conduct as described in the Code of Ethics of the American Speech-Language-Hearing Association.

[2] Admission Requirements

Admission is competitive and selective and enrollment is limited. In addition to the Graduate School admission requirements, Speech-Language Pathology requires (1) submission of the Graduate Record Examinations (GRE) General Test prior to the department's recommendation to the Graduate School for admission to graduate studies and (2) completion of a separate departmental application form available from the department. A maximum of 17-18 credit hours may be transferred from another graduate program, subject to the approval of the departmental graduate advisor. Students should submit applications by January 15 for consideration for fall admission.

[3] Graduate Courses in Speech-Language Pathology (SPTH)

Follow this link for SPTH courses descriptions: [course link](#).

Graduate Bulletin

Document Number 3.05.01

English

[1] Objectives

Graduate Bulletin

Document Number 3.05.02

Geography

UCA offers a graduate certificate program in Geographic Information Systems but does not offer a graduate degree in Geography. See the course list linked below for GEOG 5325 Global Studies.

[1] Graduate Certificate in Geographic Information Systems

[1.1] Objectives

The graduate certificate in Geographic Information Systems is designed to provide working professionals with improved knowledge and skills and to enable them to more fully understand and use geographic information systems (GIS) in their workplace. Completion of the certificate program will give students the ability to use GIS more fully in their fields of interest, enhance their existing job performance, and increase employability.

[1.2] Program Description

The GIS certificate program focuses on spatial analysis, GIS-related applications, and the applied needs of employers. This applied focus, coupled with distance learning, is practical rather than theoretical. The certificate program attracts persons from a wide variety of educational and employment backgrounds and furnishes them with enhanced GIS knowledge, more sophisticated skills, and the ability to apply those skills to situations found at their work place.

GIS is one of the many requisite skills working professionals need to better serve their communities. GIS applications are used in transportation and communication network planning; highway and road construction and repair management; and urban land use inventories and development. Other areas include improvement and water district planning, public utility resource planning and management, residential housing stock inventory and distribution analysis, water quality and resource management and flood control, and crime analysis and prevention. A variety of other applications will also be stressed in the certificate program curriculum, although course projects will be designed to meet the individual needs of each participant.

A GIS certificate curriculum teaches participants how to become better decision-makers and how to collect, organize, and analyze data more efficiently and effectively. This training will result in participants being able to make more informed decisions. Also, GIS knowledge and newly acquired skills will permit the participants to display data in more creative and accurate ways.

[1.3] Admission Requirements

Admission and completion requirements are based upon the policies of the Graduate School. (See Admission to Graduate Study.) Designed to attract individuals from various education backgrounds, the GIS certificate program's admission requirements include the following: (1) a bachelor's degree, (2) a GPA of at least 2.70, and (3) the successful completion of at least one college-level GIS course or current employment in an agency/business where GIS is frequently

used by the applicant.

[1.4] Certificate Requirements

The GIS certificate program requires completion of a sequence of five of seven courses: GEOG 5310, 5315, 5320, 5328, 5333, 5340, 5345. Adjustments can be made in the sequence depending upon each person's background and current employment needs. Each course is project-based with applications specific to the needs of each participant.

[2] Graduate Courses in Geography and GIS (GEOG)

Follow this link for GEOG course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.05.03

History

[1] Objectives

The Master of Arts program in History seeks to broaden and deepen the student's mastery of the historical discipline. As such, it is suited to teachers desiring further study in the discipline, to students preparing for entrance into a doctoral program, and to those who, by reason of avocation or vocation, desire a more profound knowledge of history. The Master of Arts program prepares students for a wide variety of career options ranging from teaching and business to journalism and public service.

[2] Program Admission Requirements

Qualifications for regular admission to the Master of Arts program are the same as those for admission to the Graduate School, except that students entering the program must also have earned a minimum 3.00 GPA in an undergraduate major or minor in history (or a related discipline) or an acceptable score on the Graduate Record Examinations (GRE) Subject Test in History. For conditional admission consult the graduate dean, department chair, or departmental graduate advisor.

Upon admission to graduate study, the student shall consult with the departmental graduate advisor regarding a program of study. For specific regulations concerning the Master of Arts program, the history department's Guide to Graduate Study should be consulted as well as other appropriate sections of this bulletin.

With the removal of restrictions (if any) assigned at the time of admission and upon completion of nine hours but not more than 18 of graduate work, a student must apply for admission to candidacy for the master's degree. The departmental graduate advisor will serve as the student's advisor, identify faculty supervisors for students writing master's theses, and, with the approval of the department chair, designate a faculty committee to give a comprehensive examination covering the candidate's graduate work in history. If the examination performance is unsatisfactory, the candidate may be re-examined.

[3] Program Plans

The student must fulfill one of the two following plans:

[3.1] Plan 1

Satisfactory completion of 30 hours of appropriate course work in history, including HIST 6300.

[3.2] Plan 2

Satisfactory completion of 30 hours of appropriate course work in history, including HIST 6300 (the graduate research seminar) and a thesis (six hours). A reading knowledge of at least one foreign language is required.

[4] Graduate Courses in History (HIST)

Follow this link for HIST course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.05.04

Spanish

[1] Objectives

The Master of Arts program in Spanish is designed to provide professionals with advanced-level proficiency in oral and written Spanish through the study of literary, cultural, and linguistic topics. Graduates will have acquired cross-cultural competencies that will serve them in a variety of career options, including education, business, and public service.

[2] Degree Requirements

In addition to other requirements for admission to the Graduate School, satisfactory scores on the General Test of the GRE must be submitted.

Course requirements: The MA in Spanish requires completion of 30 semester hours at the graduate level (at least 15 of which must be at the 6000 level), including a minimum of six semester hours abroad in an approved program in a Spanish-speaking country. An equivalent study abroad experience at the undergraduate level will exempt students from having to study abroad provided that they meet the criteria listed below.

Students will be assessed by the graduate coordinator upon entering and will be exempt from the requirement if they rate at advanced low or higher in speaking. Students who rate below intermediate high will be required to complete a study abroad experience at the undergraduate level before beginning course work at UCA. Students who rate at the intermediate-high level will be admitted but will be subject to the study abroad requirement after completing their 18th hour of course work, if they have not made sufficient progress toward the required exit proficiency level. Students who are not exempt from the study abroad requirement and who complete 18 hours will be assessed by two graduate faculty. Those rated to be on track to attain the target exit proficiency in speaking of advanced high or who have attained it already will be exempt from the study abroad requirement. Students who have not made adequate progress will be required to complete a study abroad experience before enrolling in further coursework.

Comprehensive examination: Students must earn a passing grade on comprehensive written and oral examinations in Spanish.

Proficiencies: Students must meet required Spanish proficiencies in speaking, listening, reading, and writing assessed according to ACTFL standards.

[3] Graduate Courses in Spanish (SPAN)

Follow this link for SPAN course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.06.01

Biology

[1] Objectives

The Master of Science degree in Biology is offered primarily for those persons who wish to obtain a graduate degree before attempting work at the doctoral level or who seek a terminal degree as preparation for professional work in the field.

The Department of Biology offers the Master of Science with two tracks: the MS with thesis, and the MS without thesis. The MS degree is a general one in which breadth is emphasized, but the thesis candidate is expected to acquire some depth in a particular area. Such depth is acquired primarily through the pursuit of thesis research and through an association with a major professor in that professor's specialty.

[2] Program Admission Requirements

In addition to the university's general requirements for admission to graduate study, a departmental application form and a score report on the Graduate Record Examination (GRE) General Section must be submitted. All applicants, especially those seeking graduate assistantships, are also encouraged to submit scores for the GRE's Biology Subject Test in addition to their General Section scores. Applicants with non-biology backgrounds can submit exam scores from another appropriate subject area. Each applicant should also submit at least two letters of recommendation. It is generally expected that applicants will have completed at least the equivalent of a minor in biology; however, we welcome applications from students with non-biology backgrounds. Deficiencies in previous training will be evaluated by the department's Graduate Coordinator on a case-by-case basis. Students with deficiencies will be required to obtain at least a C grade in all courses taken to resolve the deficiencies.

All applicants are strongly encouraged to contact faculty in the department to discuss admission requirements. Applicants should contact the department's Graduate Coordinator for more information. Applicants should also contact the department's Graduate Coordinator for more information. Applicants should also contact the department's Graduate Coordinator for more information.

Some requirements differ for the two tracks within the Master of Science in Biology degree program and these are listed separately below.

[4.1] MS with Thesis

[4.1.1] Course Requirements

Thirty (30) semester hours are required for this track. Up to six hours of thesis research may be included in this total. Students must take two hours of Graduate Seminar (BIOL 6102) during their degree program. At least 15 hours of graduate coursework must be at the 6000-course level. No more than 6 semester hours of Independent Study credit for conducting research can be used to fulfill the credit hour requirements. With permission of the student's committee, up to six semester hours may be taken outside the Department of Biology, if such work has a direct relationship to the student's objectives in achieving the MS degree in biology.

[4.1.2] Other Requirements

Original laboratory or field research is required. At the end of the student's program, the student will present the research to the Supervisory Committee along with a written thesis and a public seminar open to all Biology Department faculty and students. Before the candidate is recommended to the Dean of the Graduate School for graduation, the committee will meet with the candidate for an oral examination, which will consist principally of a defense of the thesis. A majority of the student's committee must approve the thesis and its defense. If approval is denied, the candidate will not be recommended for graduation, but may be re-examined after at least one month.

[4.2] MS without Thesis

[4.2.1] Course Requirements

A minimum of thirty-four (34) semester hours are required for this track, including two semester hours of Graduate Seminar (BIOL 6102) and two semester hours of Biological Literature (BIOL 6290). At least 15 hours of graduate course work must be at the 6000-course level. No more than 3 semester hours of Independent Study credit for conducting research can be used to fulfill the credit hour requirements. With permission of the student's committee, up to six semester hours may be taken in a department other than the Department of Biology, if such work has a direct relationship to the student's objectives in achieving the MS degree in biology. Certified biology teachers are encouraged to pursue a tailored program of study within the non-thesis track.

[4.2.2] Other Requirements

The topic reviewed in the Biological Literature course will be selected in consultation with the student's advisory committee. The review is expected to be comprehensive and based on recent primary literature. Following evaluation by the student's advisory committee, the student must present a seminar on the topic to the faculty of the Department of Biology. In the student's final semester,

the student's advisory committee will conduct a comprehensive examination. A

Graduate Bulletin

Document Number 3.06.02

Applied Computing

[1] Objectives

The Master of Science in Applied Computing is designed to provide intensive preparation in both concepts and techniques related to applications of computing systems. The program requires the student to take a wide range of courses to meet the breadth requirement, while simultaneously allowing for emphasis in desired application areas of specialization.

[2] Program Admission Requirements

Candidates must meet the Graduate School general requirements for admission to graduate study. In addition, a candidate should have an undergraduate degree with a grade point average of 3.0 or higher on a 4.0 scale for the last 60 semester credit hours, and good background in mainstream computer science. This includes programming experience with high-level languages; background in computer architecture; data structures and algorithms; and related mathematics courses in calculus, linear algebra, discrete structure, and probability/statistics.

Candidates without an undergraduate degree in computer science, or a closely related field may obtain conditional admission. Students with conditional admission are required to take leveling courses determined by the Computer Science Graduate Committee. No leveling course can be applied toward the degree requirements.

An application should include a completed form of Application for Admission to Graduate Study, official transcripts of all undergraduate and graduate work, a resume, three letters of recommendation, and the General Test of Graduate Record Examination. The application package, with application fee, should be submitted directly to the Graduate School.

For international applicants whose primary language is not English, the Test of English as a Foreign Language (TOEFL) is required.

The Computer Science Graduate Committee maintains specific admission standards that are above the minimum requirements set by the Graduate School.

[3] Degree Requirements

This degree requires a minimum of 34 credit hours with a cumulative grade-point average at least 3.0. A maximum of six hours may be transferred, with approval of the Graduate Committee, from another university toward the degree. Transferred credits will not count towards UCA grade-point average.

The degree has both thesis and non-thesis options. For both, at least five courses from the areas of algorithms and theory (algorithm design, artificial intelligence, theory of computation), systems and hardware (operating systems, distributed systems, computer architecture), software and programming (language concepts, compiler construction), and software engineering, are required to meet the breadth requirement. One or more of these required courses may be replaced by an appropriate elective if an equivalent course was taken at another accredited academic institution with a grade of B or better.

To complete the master's degree, a student must complete a thesis or a project under the supervision of

her/his thesis or project committee. A majority of the committee members must approve the thesis or project. The thesis option requires up to six credit hours of thesis credit, plus a thesis defence. A thesis usually consists of original work or a detailed survey of a research topic. The non-thesis option requires three credits of application project and an oral presentation of the project. A project usually consists of the production and documentation of code to perform a particular task. The student must also complete a

Graduate Bulletin

Document Number 3.06.03

Mathematics Education

[1] Objectives

The Master of Arts program in mathematics education features mathematics courses developed especially to increase the mathematical knowledge of secondary and community college teachers. The program is designed so that a participant can complete the required courses by attending two consecutive summers and enrolling in evening courses during the intermittent fall and spring semesters or by attending full-time for a year including a summer term.

[2] Program Admission Requirements

1. To be admitted to the MA degree program in mathematics education one must have
2. A baccalaureate degree from an accredited institution;
3. Adequate preparation in mathematics;
4. At least a 2.70 GPA; and
5. Achieve satisfactory scores on the General Test of the Graduate Record Exam.

[3] Degree Requirements

To obtain the MA degree in mathematics education the student must earn 30 hours in mathematics within six years. The hours must include MATH 6305, 6307, 6310, 6350, 6370, and 6375. The remaining hours may be selected from the courses listed below (excluding 5308 and 5335) and may include other courses at the 5000-level with the approval of the student's advisor. If credit for statistics and probability was not acquired as an undergraduate, the student must complete MATH 5371 and 5372 as electives. All candidates for the MA degree in mathematics education will be required to pass comprehensive examinations covering

Graduate Bulletin

Document Number 3.07.00

Graduate School of Management, Leadership, and Administration

The degree consists of 48 semester hours of graduate credit. A written comprehensive examination is required. The curriculum consists of three components: Foundational Studies, Professional Studies, and Supervised Practice.

- Foundational Studies includes the study of the foundations of higher education and student affairs.
- Professional Studies includes five related areas:
 1. Student Development Theory
 2. Student Characteristics and Effects of College on Students
 3. Individual and Group Interventions
 4. Organization and Administration of Student Personnel Services in Higher Education; and
 5. Assessment, Evaluation, and Research.
- Supervised Practice consists of two semester-long internships in at least two distinct settings.

Courses include the CSPA courses linked below and the following courses from other areas (follow links): [PSYC 6354, 6356](#); [GSML 6302, 6311, 6315, 6318, 6330, 6360](#); [MBA 5340](#); [COUN 6342](#).

[5] Courses in College Student Personnel Services and Administration (CSPA)

Follow this link to CSPA course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.07.02

Community and Economic Development

[1] Program Mission

The mission of the Master of Science program in Community and Economic Development (CED) is to prepare individuals to provide expertise to communities in the process of development. A CED graduate will be qualified to provide professional services to communities with a wide range of development needs. The graduate will be prepared to act as a catalyst for change in a community development process that is inclusive and non-discriminatory. As an agent of change, the community developer will act to achieve the will of the residents of any community in need of professional assistance. Excellence in the decision-making process and effective communication skills are hallmarks of the program. Fostering a spirit of significant expectation and achievement among students and faculty is important as we strive to become a community of learners for continued professional participation and development.

In short, the program will provide the participant with the requisite skills in leadership, management, and administration to assist communities in the achievement of their development goals.

[2] Program Admission Requirements

Admission to the MS program in Community and Economic Development will be based on a compilation of indices for potential success. In addition to the general application, GPA, and GRE requirements of the Graduate School, applicants must submit two letters of support.

[3] Program Requirements

The MS program in Community and Economic Development requires 36 credit hours, including a 27-credit hour core and a 9-credit hour area of special emphasis track. Students who are already employed with an organization in a development field will be required to submit a detailed paper describing how that organization is involved in community and economic development and what role the student plays in that enterprise. Although most students in the program will be part-time, it is possible for a student to take nine hours per semester and complete the program in two years.

[3.1] Core Courses (27 SCH)

- GSML 6311 Leadership and Decision-Making
- CED 6310 Community and Economic Development Seminar
- GSML 6315 Applied Research Methods and Data Analysis
- CED 6320 Holistic Planning and the Community
- CED 6330 Community Development Policy Analysis
- CED 6340 Economic and Industrial Development
- CED 6350 Financing Community and Economic Development
- GSML 6360 Cultural Differentiation and Outreach
- CED 6370 Community and Economic Development Internship

[3.2] Electives (9 SCH)

To be taken in one of three areas of emphasis:

[3.2.1] Community Development

GSML 6301 Project Management
CED 6313 Transportation and Infrastructure
GSML 6318 Budgeting
GSML 6330 Grant Writing
PSCI 5375 Intergovernmental Relations

[3.2.2] Planning, Land-Use, and GIS

GEOG 5315 Mapping Fundamentals for GIS
GEOG 5320 Technical Issues in GIS
GEOG 5323 Geographic Information Systems

[3.2.3] Criminal Justice

CJIN 5300 Criminal Justice Management I
CJIN 5301 Criminal Justice Management II
SOC 5310 Criminology/Victimology

[4] Graduate Courses in Community and Economic Development (CED)

Follow this link to CED course descriptions: [course link](#).

Graduate Bulletin

Document Number 3.07.03

Health Systems

[1] Objectives

program.

[5] Graduate Courses for Health Systems (H SC)

Follow this link for description of H SC courses used in the Health Systems program: [course link](#).

School Leadership

[1] Master of Science Program (MS) in School Leadership, Management, and Administration

Offered through the Graduate School of Management, Leadership, and Administration, graduate programs in School Leadership, Management, and Administration (SLMA) are designed to provide advanced professional training for teachers and current school administrators to prepare to become visionary leaders of schools. The program is aligned with the standards of the Interstate School Leaders Licensure Consortium (ISLLC) to prepare school leaders who are (1) strong educators with a focus on students' needs, achievements, and outcomes; (2) moral agents and social advocates for the children and communities they serve; (3) effective communicators who make strong connections and value others as individuals and as members of the educational community; (4) effective managers of change; and (5) effective integrators of technology to achieve desired outcomes.

The professional degree, Master of Science (MS), is designed to meet the needs of the professional educator for preparation in the area of building administrator (Principal) leadership.

The MS in SLMA is a two-year, 36-credit hour program organized around six integrated instructional blocks (rather than traditional courses) with substantial, sustained, and standards-based field and internship experiences. Blocks are driven by content rather than time. Although most are approximately one semester or ten-week summer session in length, additional meeting times or extension of time beyond a term may be needed to complete all indicators covered by the standard. The first instructional block is offered for six credit hours; each subsequent instructional block is assigned four or five credit hours and is combined with

professional and academic performance.

5. Submit scores on the Graduate Record Examination (GRE).
6. Provide a written letter from current supervisor acknowledging permission for participating in field experiences up to five days per term.
7. Submit a paper addressing a current educational issue from a list provided by the admission committee.
8. Participate in a scheduled interview with the program's admissions committee and receive satisfactory scores from interviewers.

[4] Cohort Enrollment/Residence Credits

Collaboration is a valued aspect of instructional delivery for the program. Students enroll as a cohort team of up to 20 students for the entire two-year program. Cohort instructional time is twice per week or on weekends with an option to modify schedules to meet instructional and cohort needs. Summer instruction takes place two times per week in the evenings. Cohort contact time will include a combination of traditional classes, meetings accomplished through interactive video and Web-based delivery, and field-based sessions. All 36 semester credit hours are in residence.

[5] Transfer Credit

Because of the nature of the program and its instructional design, no transfer credit will be accepted. Students must start and finish the complete program at UCA.

[6] Degree Requirements

Candidates for the MS degree in School Leadership, Management, and Administration will successfully complete all six course blocks and a total of six semester hours of internship experiences; will demonstrate development of knowledge areas, skills, and dispositions as outlined in program assessment rubrics; will develop and complete a professional portfolio; and will pass the School Leaders Licensure Exam (SLLA) for building-level administrators.

Block 1

SLMA 6610 The Principal as Organizational Leader

Block 2

SLMA 6520 The Principal as Ethical Leader

SLMA 6120 School Internship I

Block 3

SLMA 6530 The Principal as Instructional Leader

SLMA 6130 School Internship II

Block 4

SLMA 6550 The Principal as Manager

SLMA 6150 School Internship III

Block 5

SLMA 6540 The Principal as Community Partner

SLMA 6140 School Internship IV

Block 6

SLMA 6460 The Principal's Role in a Diverse Global Environment

SLMA 6260 School Internship V

[7] Courses in School Leadership, Management, and Administration (SLMA)

Follow this link for SLMA course descriptions: [course link](#).

Graduate Bulletin

Document Number 4.01.01

Accountancy

Return to [Accountancy](#)

[1] Graduate Courses in Accountancy (ACCT)

6309 TAX RESEARCH AND PLANNING A study of the techniques of tax research in solving problems and tax planning techniques.

6310 SEMINAR IN ACCOUNTING THEORY A study of accounting theory, the structure of the standard setting bodies and their statements, and research methods used to solve accounting problems.

6317 SEMINAR IN AUDITING A study of advanced auditing topics and research methods used to solve auditing problems.

6320 SEMINAR IN ACCOUNTING INFORMATION SYSTEMS A study of advanced accounting information systems topics. The course is concerned with the development, implementation, and auditing of accounting information systems.

6325 INTERNATIONAL ACCOUNTING AND AUDITING A review and contrast of accounting and auditing practices used in different countries. Prerequisite: Admission to the Master of Accountancy program.

6340 SEMINAR IN CASE STUDIES IN ACCOUNTING A study of financial and managerial accounting using the case method. Attention is given to the techniques of management control processes and their behavioral considerations.

6350 SEMINAR IN ACCOUNTING LEADERSHIP A study of the principles of effective leadership and negotiation skills in accounting.

6319 CORPORATIONS & SHAREHOLDER TAXATION An advanced study of the taxation of corporations and their shareholders.

6329 PARTNERSHIP AND S-CORPORATION TAXATION An advanced study of the taxation of partnerships and S corporations.

6339 ESTATE AND GIFT TAXATION An introduction to the taxation of estates and gifts.

5312 ADVANCED ACCOUNTING This course covers concepts and problems encountered in business combinations, consolidations, international accounting, segment reporting, and partnerships. This course is open to graduate students who have not had a similar course in their undergraduate program.

5316 ADVANCED INCOME TAX This course introduces the taxation of partnerships, corporations, estates and trusts. The course is open to graduates students who have not had a similar course in their undergraduate program

6390 SPECIAL PROBLEMS IN ACCOUNTING A comprehensive study of a current problem(s) in accounting and auditing. Course content will vary. Enrollment is by consent of the department chair.

Graduate Bulletin

Document Number 4.01.02

Business Administration

Return to [Business Administration](#)

[1] Graduate Courses for the Pre-MBA and the Graduate Certificate Program in Business Management

5110 SEMINAR IN DEVELOPMENTS IN BUSINESS MANAGEMENT Required for graduate students who are pursuing a graduate certificate in business management. The course focuses on the interdisciplinary aspects of the global business organization. Generally, seminar discussions center around topics and developments from economics, accounting, finance, management, and marketing. The course explores interrelationships among these disciplines and how each discipline affects the operations and strategies of organizations. Case analyses will be the primary method of teaching; executive-level simulations, games, role-playing methods will also be employed. Prerequisites: None.

5310 FINANCIAL AND MANAGERIAL ACCOUNTING PRINCIPLES A required course for all Pre-MBA students who have not had equivalent courses in both financial and managerial accounting. Fundamental financial and managerial accounting techniques and tools for business decisions are developed.

5320 FOUNDATIONS OF ECONOMIC SCIENCE A required course for all Pre-MBA students who have not had equivalent courses in both micro- and macro-economics. The principles of economic rationale and analysis, both micro- and macro-, are developed.

5330 FINANCE CONCEPTS A required course for all Pre-MBA students who have not had an equivalent upper-division (or higher) course in finance. The basic tools of financial analysis and the principles for evaluating the financial soundness of financial decisions of organizations are developed.

5340 PRINCIPLES OF MANAGEMENT A required course for all Pre-MBA students who have not had equivalent courses in management. An examination of the principles of effective management of organizations and people with an introduction into strategic management, visioning, and leadership.

5350 FUNDAMENTALS OF MARKETING A required course for all Pre-MBA students who have not had an equivalent course in marketing. This is a course in the fundamental concepts of customer service and marketing.

5360 QUANTITATIVE ANALYSIS FOR BUSINESS A required course for all Pre-MBA students who have not had an equivalent course in statistics or quantitative analysis. The class focuses on understanding and using statistical analysis to solve business problems and make business decisions.

[2] Courses in Business Administration (MBA/IMBA)

6301 DECISION MODELING IN INFORMATION SYSTEMS A required course for all MBA and IMBA students. Students will explore the role of information systems in business with emphasis on application of quantitative, data analysis, and information management methods for business decision-making.

6302 ACCOUNTING FOR MANAGEMENT DECISIONS A required course for all MBA and IMBA students. Emphasis on the uses of accounting data internally by managers/entrepreneurs in directing the operations of business and non-business organizations.

6303 MANAGERIAL ECONOMICS A required course for all MBA and IMBA students. A presentation of concepts, tools, and methods of economic analysis relevant to broad cross-section decisions within the business firm.

6304 COMMUNICATION IN ORGANIZATIONS A required course for all MBA students. The applications of oral and written communication theories to human interaction in today's technological business environment. Emphasis on project-based instruction.

6305 FINANCIAL DECISION MAKING A required course for all MBA and IMBA students. Covers relevant tools used in financial decision-making. Emphasis on researching current literature, with discussion and problem solving for selected topics: capital budgeting, working capital, and risk management.

6306 LEGAL ENVIRONMENT OF BUSINESS FOR MANAGERS A required course for all MBA and IMBA students. A study of the Constitution of the United States and business, the court system and business torts, anti-trust, labor organizations, employer/employee relationships, consumer rights, social responsibility, ethics, and protecting the physical environment.

6307 ENTREPRENEURSHIP: THE ACT OF WEALTH CREATION This is a required course for all MBA students. This course involves the study and development of behaviors, idea generation, opportunity recognition, new venture financing, and management practices related to entrepreneurial ventures. In addition the course may cover new venture and venture capital consulting and business valuation.

6308 MARKETING STRATEGIES A required course for all MBA and IMBA students. Focus will be on the role of the marketing process in developing/achieving organizational goals and on practical application using the case method.

6309 GLOBAL ENTREPRENEURSHIP A required course for IMBA students. With prior approval of the MBA Director, MBA students may substitute this class for MBA 6307. Development and study of the process of starting and expanding a global business. Entails principles of behavior ideas, opportunity recognition, new venture financing, and management practices.

6310 INTERNATIONAL INTEGRATION OF BUSINESS A required course for IMBA students. With prior approval of the MBA Director, MBA students may substitute this class for MBA 6321. This course attempts to create an understanding of the totality of global business organizations centering around the effects of various business disciplines and strategic issues on the successful operation of organizations. Designed to prepare managers with the ability and skills needed to integrate the various components of the business enterprise effectively and efficiently. This capstone class is an attempt to bring perspective students to post management education and should be taken near the end of the program.

6311 INTERNATIONAL STRATEGIC MANAGEMENT A required course for IMBA students. With prior approval of the MBA Director, MBA students may substitute this class for MBA 6320. Students will explore the development and implementation of corporate strategies and policies for firms with global markets. The interrelationships between the external and internal environments of the organization are emphasized. Case analysis, executive-level simulations and games, and role-playing methods are employed.

6312 MULTICULTURAL COMMUNICATION A required course for IMBA. With approval of the MBA Director, MBA students may substitute this class for MBA 6304. The application of oral and written communication theories prevalent in today's global business environment. Emphasizes various cultural practices and taboos.

6320 STRATEGIC MANAGEMENT A required course for MBA students. Students will explore the development and implementation of corporate strategies and policies. The interrelationships between the external and internal environments of the organization are emphasized. Case analysis, executive-level

simulations and games, and role-playing methods are employed.

6321 INTEGRATION OF BUSINESS DISCIPLINES A required course for MBA students. This course attempts to create an understanding of the totality of business organizations centering around the effects of various business disciplines and strategic issues on the successful operation of organizations. Designed to prepare managers with the ability and skills needed to integrate the various components of the business enterprise effectively and efficiently.

Graduate Bulletin

Document Number 4.01.03

Insurance and Risk Management

[1] Graduate Courses in Insurance and Risk Management (INSU)

5124 SEMINAR IN INSURANCE AND RISK MANAGEMENT This course is designed to introduce high school teachers to the principles of risk management and insurance. The primary focus of this introductory course is on evaluating life, health, retirement, property, and liability exposures and the use of insurance as a technique for financing these exposures. This one-credit course is intended to be used as a community outreach.

5324 FUNDAMENTALS OF RISK AND INSURANCE This course is designed to introduce the student to the principles of risk management and insurance. The primary focus of this introductory course is on evaluating life, health, retirement, property, liability and personnel exposures to loss and analyzing the methods for managing risks. Risk management and insurance techniques for dealing with potential losses to individuals and organizations will be emphasized.

Graduate Bulletin

Document Number 4.02.01

Advanced Studies in Teaching and Learning

Return to [Advanced Studies in Teaching and Learning](#)

[1] Graduate Courses in Advanced Studies in Teaching and Learning (ASTL)

5302 TEACHING IN THE MIDDLE SCHOOL The basis for middle school organization and appropriate teaching strategies.

5303 THE MIDDLE SCHOOL PSYCHOLOGY, PHILOSOPHY, AND ORGANIZATION The relation of pupil characteristics to middle school organization.

5340 CULTURAL DIVERSITY: APPLICATIONS FOR CLASSROOMS AND WORKPLACES The course will assist teachers in developing knowledge and awareness of students from different languages and cultural perspectives and prepare them to respect and address those differences in the academic classroom.

6101 ISSUES IN TEACHING Advanced study of contemporary issues and challenges associated with teaching in public schools. Emphasis on causes and application of proposed solutions to specific causes and application of proposed solutions to specific situations. May be repeated one time provided the topic is different for a maximum of six total hours.

6201 ISSUES IN TEACHING Advanced study of contemporary issues and challenges associated with teaching in public schools. Emphasis on causes and application of proposed solutions to specific causes and application of proposed solutions to specific situations. May be repeated one time provided the topic is different for a maximum of six total hours.

6301 ISSUES IN TEACHING Advanced study of contemporary issues and challenges associated with teaching in public schools. Emphasis on causes and application of proposed solutions to specific causes and application of proposed solutions to specific situations. May be repeated one time provided the topic is different for a maximum of six total hours.

6302 MODELS OF TEACHING Study of models of instruction.

6303 TEACHER LEADERSHIP Candidates examine the roles and challenges of teacher leadership. Candidates explore topics such as characteristics and styles of leadership, functions of leadership, and the influence of teacher leadership on school culture.

6304 SECONDARY SCHOOL CURRICULUM Principles and techniques in selecting and organizing curricular materials.

6305 CLASSROOM ASSESSMENT This course provides detailed information on (1) the functions of assessment in the classroom, (2) development and administration of teacher-developed assessment techniques and interpretation of their results, and (3) interpretation of externally developed instruments such as published tests.

6310 INTEGRATING MEDIA AND TECHNOLOGY INTO TEACHING AND LEARNING Designed to cultivate an eclectic approach to integrating media and technology into teaching and learning, this course through discussion, cooperative learning, and individual projects will enable candidates to understand uses of print media, multimedia hardware and software, E-Learning, and video production in the classroom.

6315 INVESTIGATION OF LEARNING AND DEVELOPMENT THROUGH MULTIPLE CONTEXTS This course provides an advanced review of both classic and contemporary research in the three primary domains of development - biological, cognitive, and socioemotional - and further explores the educational implications of the developmental research while offering concrete educational strategies for facilitating student development.

6320 LITERACY SEMINAR FOR TEACHERS This course is designed to provide a framework for effective professional development of literacy among teachers, thus allowing them to serve as models for their own students. To this end, the course will allow teachers to examine their own literacy through exploration of research on best practice.

6321 FOUNDATIONS OF EDUCATION A study of societal forces and influences as they affect the educational system and its content.

6322 PHILOSOPHIES OF EDUCATION Various systems of educational theory and practice with emphasis on the application of these theories.

6325 NATIONAL BOARD: PROCESSES, PROCEDURES, AND PRODUCTS This course is designed to provide a framework for National Board Standards. Candidates learn strategies for successful descriptive, analytical, and reflective writing in preparation for print and video production and how to decipher the ETS scoring models — how to read and use the rubrics, how benchmarking works, how standards are applied, and what assessors are trained to evaluate.

6330 METHODS OF ACTION RESEARCH AND COLLABORATION Quality methods of action research and strategies for successful collaboration will be internalized through shared professional readings in a social learning context. Once an advanced foundation of action research and collaboration is built, participants will engage in systematic inquiry about and reflection on their personal teaching context.

6335 CURRICULUM DECISION-MAKING Identification and design of components for data retrieval, curriculum decision-making, and curriculum regeneration in a school district.

6380 RESEARCH METHODS Application of scientific method to educational research including nature of research problems in education, theory of research, experimental design, techniques in data gathering, and the interpretation of results. Research reporting and bibliographical techniques. Fall, spring.

6382 EDUCATIONAL STATISTICS Overview of statistics, focusing on selected techniques of data analysis.

6385 CURRICULUM DEVELOPMENT Process of curriculum development from the perspective of the classroom teacher.

7320 INTERNSHIP IN CURRICULUM AND INSTRUCTION

Graduate Bulletin

Document Number 4.02.02

Graduate Programs in Education

Return to [Childhood Education](#) | [Special Education](#)

[1] Graduate Courses in Early Childhood and Special Education (ECSE)

5310 ASSISTIVE TECHNOLOGY The use of assistive technology to promote greater independence for individuals with disabilities. Domains presented will include vision, hearing, communication, mobility, cognition and environmental controls. On demand

6270 LABORATORY PRACTICES FOR CHILDREN WITH DISABILITIES 0-3 Provides supervised experience in the area of instructional specialist ages 0-3. Prerequisites: Completion of all special education core courses and ECSE 6322; must be taken concurrently with ECSE 6271 and 6327. Summer.

6271 LABORATORY PRACTICES FOR CHILDREN WITH DISABILITIES 3-5 Provides supervised experience in the area of instructional specialist ages 3-5. Prerequisites: Completion of all special education core courses and ECSE 6322; must be taken concurrently with ECSE 6270 and 6327. Summer.

6272 LABORATORY PRACTICES FOR CHILDREN WITH DISABILITIES 5-8 Provides supervised experiences in the area of instructional specialist ages 5-8. Prerequisites: Completion of all special education core courses and ECSE 6322 and 6337; Summer.

6300 PHILOSOPHICAL, HISTORICAL, AND LEGAL ASPECTS OF SPECIAL EDUCATION Examines historical and current trends of special education services, program philosophies, and program practices. Legal foundation and issues, special education terminology, and professional roles are addressed. Spring, Summer.

6302 MEDICAL AND EDUCATIONAL ASPECTS OF DISABILITIES Examines the medical, psychological, and educational implications for individuals with disabilities. Summer.

6304 BEHAVIOR AND CLASSROOM MANAGEMENT Examines the theory, research, and practice of managing the behaviors of students with disabilities. The course emphasizes theoretical and functional principles of behavior management used and observed in the classroom. Summer.

6306 FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS Examines the impact of children with disabilities on families and the various theoretical approaches to family functioning. The course includes the factors that affect family structure, the family's/TT2nd obmilsthe gNfnes R IEECTS OFFect f, various gy toiqcia-17.34 -or

Summer.

6314 DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES Theory, demonstration, and practice in group and individual procedures and techniques of diagnosis and correction of reading difficulties. Prerequisite: ECSE 4315 or equivalent. Fall, Spring.

6318 MODIFICATIONS IN THE GENERAL CLASSROOM Mashburn Institute Curriculum.

6320 LEARNING STRATEGIES FOR EXCEPTIONAL LEARNERS Mashburn Institute Curriculum.

6322 CURRENT ISSUES AND TRENDS Examines current issues and trends in the field of early childhood special education. State and federal laws governing and regulating early childhood special education, program models, community resources, program development, and state agencies and organizations are addressed. Special emphasis is placed on providing candidates with knowledge of philosophies, roles, and services of various professionals providing services to young children with special needs. Prerequisites: Completion of all special education core courses. Fall.

6325 TEACHING CHILDREN WITH ATTENTION DEFICIT DISORDERS This course will examine the characteristics, assessment, and management of ADD. It will provide training in the development of behavioral and academic intervention techniques designed to meet the educational needs of children with ADD. Summer.

6327 EDUCATIONAL PROGRAMMING FOR CHILDREN AGES 0-5 WITH DISABILITIES Examines curricula issues, instructional arrangements, and management techniques for meeting the needs of children ages birth to age five with disabilities. Emphasis is placed on skills needed by instructional specialists to be successful in various community and school settings. Prerequisites: Completion of all special education core courses. Spring.

6330 TRANSDISCIPLINARY AND COLLABORATIVE PRACTICES Examines the concept and practice of collaboration and transdisciplinary teaming in providing appropriate services to young children with disabilities. Prerequisites: Completion of all core courses. Summer.

6335 TEACHING STUDENTS WITH AUTISM, PERVASIVE DEVELOPMENTAL DISORDERS AND OPPOSITIONAL DEFIANT/CONDUCT DISORDERS This course will examine the characteristics, assessment and management of children and adolescents with Autism, Pervasive Developmental Disorders, and Oppositional Defiant/Conduct Disorders. It will provide training in the development of behavioral and academic intervention techniques designed to meet these students' unique and diverse educational needs. Summer

6336 ADVANCED STUDIES IN GUIDANCE AND MANAGEMENT OF YOUNG CHILDREN This course examines the theory, research, and practice of social and emotional learning among children. The course emphasizes synthesizing theoretical and functional principles of social and emotional development. The course also emphasizes the application and analysis of guidance and behavior management strategies used among teachers, school staff, administrators, and families. This course is designated as a core requirement for candidates seeking a Master of Science in Early Childhood Education. Spring.

6337 EDUCATIONAL PROGRAMMING FOR CHILDREN AGES 5-8 WITH DISABILITIES Examines curricula issues, instructional strategies, learning environments, instructional arrangements, and management techniques for meeting the needs of children ages five to eight with disabilities. Emphasis is placed on skills needed to be successful in a variety of community and school settings. Prerequisites: Completion of all special education core courses. Summer.

6338 ADVANCED INSTRUCTIONAL AND ASSESSMENT STRATEGIES FOR YOUNGCHILDREN This course focuses on planning, implementing, and evaluation activities and strategies designed to facilitate

cognitive content learning among children from diverse populations; addresses essential concepts, inquiry tools, and structure of content areas including academic subjects. i.e., language arts, science, social studies, and mathematics; addresses academic perspectives on measurement and evaluation in the early childhood years; addresses professional and ethical issues regarding instruction and evaluating young children from diverse populations. Summer.

6341 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL Objectives of language arts programs in the elementary school. Examines alternatives in the teaching of reading and language development in the elementary school. Summer.

6342 RESEARCH AND LITERATURE IN READING The investigation of the teaching and learning process of reading and related language arts. Fall.

6343 CLINICAL PRACTICUM IN READING I Diagnosis and treatment of reading difficulties (Pre-K through second grade) in case study format under clinical supervision. Prerequisite: ECSE 6314 and consent of instructor. Summer.

6344 CLINICAL PRACTICUM IN READING II Extension and further development of strategies learned in ECSE 6314 with emphasis on middle level (grades 3-8) literacy strategies and study skills under clinical supervision. Prerequisite: ECSE 6314 and consent of instructor. Summer.

6345 ORGANIZATION AND SUPERVISION OF THE READING PROGRAM Planning, organizing, supervising, and assessing reading programs in school systems. Spring.

6346 CHILDREN'S READING AND BOOK SELECTION Techniques of using children's literature in an instructional program, in the overall reading activity program, and in bibliotherapy. Prerequisite: A course in language arts or consent of instructor. Fall and Summer

6350 COLLABORATIVE TEACHING AND INCLUSIVE SETTINGS Examines the concept and practice of collaboration among professionals in providing appropriate services for children and students with disabilities. Guiding philosophies, research, and the practice of inclusion are investigated. Additionally, the course examines the role of collaborative teaming in inclusive schooling. Prerequisites: Completion of all special education core courses. Fall.

6353 INTRODUCTION TO GIFTED EDUCATION This course will explore the characteristics of the gifted, talented, and creative child in public schools. Enrolment restricted to g/t licensure candidates. Summer.

6355 CURRICULUM FOR GIFTED PROGRAMS The rationale and design of curricula specifically for gifted students in educational programs. Enrolment restricted to g/t licensure candidates. Summer.

6357 CREATIVITY FOR THE GIFTED AND TALENTED Exploration of the characteristics of the creatively gifted student and provision for analysis of the theoretical models and their applications. Enrolment restricted to g/t licensure candidates. Summer.

6358 STRATEGIES FOR THE GIFTED AND TALENTED This course examines the differentiated teaching strategies necessary to effectively provide appropriate experiences, materials, and environments conducive to optimum learning/development of the gifted and talented. Enrolment restricted to g/t licensure candidates. Summer.

6365 EDUCATIONAL PROGRAMMING FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISABILITIES Incorporates assessment for educational assessment for educational planning, instructional methods, and intervention strategies for teaching students grades 4-12 with emotional behavioral disabilities. Prerequisites: Completion of all special education core courses. Summer.

6366 EDUCATIONAL PROGRAMMING FOR STUDENTS WITH MILD DISABILITIES Incorporates assessment for educational planning, instructional methods, and intervention models for teaching students grades 4-12 with mild disabilities. Prerequisites: Completion of special education all core courses. Spring.

6367 EDUCATIONAL PROGRAMMING FOR STUDENTS WITH SIGNIFICANT DISABILITIES Incorporates assessment for educational planning, instructional methods, and intervention models for teaching students grades 4-12 with significant disabilities. Prerequisites: Completion of all special education core courses. Spring.

6370 LABORATORY PRACTICES FOR STUDENTS WITH DISABILITIES Provides supervised experiences in the area of instructional specialist grades 4-12. Prerequisites: Completion of all special education core courses and ECSE 6350, 6365, 6366, and 6367; must be taken concurrently with ECSE 6371. Summer.

6371 LABORATORY PRACTICES FOR STUDENTS WITH DISABILITIES Provides supervised experiences in the area of instructional specialist grades 4-12. Prerequisites: Completion of all special education core courses and ECSE 6350, 6365, 6366, and 6367; must be taken concurrently with ECSE 6370. Summer.

6372 INDEPENDENT READING AND RESEARCH Reading and a research problem in education selected by the student under the direction of the instructor. On demand.

6374 CURRICULUM RATIONALE FOR EARLY CHILDHOOD EDUCATION Analysis of different curricula in early childhood programs. Summer.

6379 READING IN THE CONTENT AREAS This course will present theory and strategies with philosophy and best practices of content area reading. The focus will be on the demands placed on students as they learn to read from subject matter textbooks and other material different from the narrative format encountered in the early grades. Spring.

6382 PROBLEMS IN EARLY CHILDHOOD EDUCATION

6386 PRINCIPLES OF CHILD DEVELOPMENT and Learning in ECE PROGRAMS Psychological, Cultural, and Social

Graduate Courses in Library Media and Information Technologies (LIBM)

Return to [Library Media](#)

6131 ON-LINE BIBLIOGRAPHIC SEARCHING TECHNIQUES Organization, structure, and function of on-line bibliographic databases and appropriate access protocols. Emphasizes generic subject search logic and search strategies and their applications. Prerequisite: LIBM 6330. On demand.

6231 TECHNICAL SERVICES Principles and processes involved in technical services. Acquisition, processing, organization, and circulation of information in all formats in terms of different types of information centers. On demand.

6233 ORGANIZATION OF INFORMATION II Catalog descriptions for complex media formats, problems in bibliographic description, and MARC formats with subject classifications assigned on the basis of the Library of Congress Subject Headings and Library of Congress Classification System. Levels of automated cataloging support systems, current principles, and trends. Prerequisite: LIBM 6332. On demand.

6272 PUBLIC INFORMATION SERVICES Public services within information agencies: information, instruction, guidance, and stimulation. Emphasis on the organization of these services and their relationship to other services within information centers. On demand.

6281 PLANNING INFORMATION FACILITIES Basic principles of design and organization for information center facilities. On demand.

6320 INTRODUCTION TO INFORMATION STUDIES AND TECHNOLOGY This course provides an introduction to information studies, its institutions, and the theoretical and practical applications of information science, including information technologies. It provides an overview of functions and services common to all information agencies as well as the automation of said agencies.

6318 MICROCOMPUTER NETWORKING Basics and protocols of data communication and architecture, LANS, and cabling; networking operating systems; and troubleshooting microcomputer networks. Prerequisite: LIBM 6337 or consent of instructor. On demand.

6330 INFORMATION RESOURCES AND SEARCH STRATEGIES Evaluation, selection, and use of basic reference sources. Develops skills in reference interview techniques and in strategies necessary to locate client-specified information. On demand.

6332 ORGANIZATION OF INFORMATION I Second level descriptive cataloging of a variety of media formats according to Anglo-American Cataloging Rules and assignment of appropriate subject classifications based upon Sears List of Subject Headings and the Dewey Decimal System. Fundamental organizational patterns of public access catalogs. On demand.

6335 COMPUTER APPLICATION SOFTWARE Introduction to applications software, emphasizing word processing, database management, spreadsheets, and presentation software. Emphasis on information systems. Prerequisite: LIBM 6337 or consent of instructor. On demand.

6341 DESIGN AND PRODUCTION OF MEDIA RESOURCES II Continuation of LIBM 6340. Extension of fundamental techniques and the production of more complex media. Prerequisite: LIBM 6340. On demand.

6350 INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY Development of an instructional prototype based upon specifications for instruction. Introduction to the systems approach to the design and development of instruction. On demand.

6351 INSTRUCTIONAL PRODUCT DEVELOPMENT Developmental procedures necessary to produce validated learning packages in a variety of media formats. On demand.

6353 INSTRUCTIONAL ROLE OF THE SCHOOL LIBRARY MEDIA SPECIALIST Examines the contemporary school library media specialist's role in instructional development and as a member of a teaching team. Emphasizes information literacy and development of information skills curriculum. On demand.

6354 MULTIMEDIA Computer applications as applied to education and instruction. Emphasis on hardware/software components and the design and construction of a multimedia presentation. On demand.

6355 PREPARING COMPUTER-BASED INSTRUCTIONAL SOFTWARE Integration and application of instructional design and development concepts as applied to the production of instructional software for education, business, and medicine. Prerequisite: MATH/BMED 4325/5325 or consent of instructor. On demand.

6357 DIAGNOSTIC TECHNIQUES FOR COMPUTER MAINTENANCE AND REPAIR Concepts, design criteria, general circuit theory, module installation, system configuration, and preventive maintenance of microcomputers. On demand.

6360 DEVELOPING INFORMATION COLLECTIONS Development and maintenance of resource collections and related activities: user needs, selection criteria, standards, and evaluation. On demand.

6366 INFORMATION SOURCES AND BIBLIOGRAPHY Selection, use, and evaluation of specialized reference sources in the various disciplines. Emphasis on the preparation of a bibliography with directed experiences in bibliographic search techniques, bibliographic planning, and bibliographic construction. Prerequisite: LIBM 6330. On demand.

6368 ROLE OF THE COMPUTER SPECIALIST Management of electronic resources in schools, businesses, and industries including related activities: planning, design, policymaking, maintenance, and training programs. On demand.

6370 INTEGRATION OF SCHOOL LIBRARY RESOURCES INTO THE CURRICULUM Role of the school library media specialist in the support, enrichment, and extension of the curriculum. Focuses on the school library media specialist's role in consulting, teaching, and information provision. On demand.

6371 DESIGNING INFORMATIONAL PROGRAMS FOR CHILDREN AND YOUTH Planning, implementing, and evaluating educational and recreational programs for children and young adults. On demand.

6373 PUBLIC INFORMATION SERVICE AGENCIES Contemporary role and function of the public information agency. Historic evolution, the characteristics of its users and their needs, and contemporary concerns within the context of governance, organization, administration, finance, and programming. On demand.

6375 GLOBAL INFORMATION RESOURCES Techniques and processes for accessing and retrieving global information resources through networks. On demand.

6380 ADMINISTRATION OF INFORMATION PROGRAMS Management of information centers in educational, public, and private agencies. Planning, financing, and evaluating specific programs within the information center. On demand.

6382 SEMINAR ON INFORMATION MANAGEMENT Principles of administration and their relationships to the planning, design, operation, and evaluation of information centers in a seminar setting. Prerequisite: LIBM 6380. On demand.

6390 PRACTICUM Supervised field experience, observation, and practice in an approved information agency for 120 clock hours. A schedule will be planned between the field supervisor and institution's supervisor. Prerequisite: LIBM Program Coordinator's permission and 24 hours of course work. On demand.

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Training Systems

Return to [Training Systems](#)

[1] Graduate Courses in Training Systems (MSTS)

5311 CAREER ORIENTATION Discussion of the middle school student characteristics and learning styles and the identification of sources of occupational information for prospective workforce education teachers of career orientation. Summer.

5312 ACTIVITY-BASED LEARNING EXPERIENCES IN CAREER ORIENTATION Techniques and methods of presenting occupational information and processes typical of the world of work in career orientation classes. Summer.

5325 APPLICATIONS OF COMPUTERS IN EDUCATION AND THE WORKPLACE Introduction to the role of the computer in the classroom and the workplace through a comparison of existing computer hardware and software. Fall and summer.

5375 STRATEGIES FOR COOPERATIVE EDUCATION AND APPRENTICESHIP PROGRAMS Principles and procedures for initiating and teaching cooperative vocational programs including the development of cooperative education and relationships with business, industry, and public institutions. On demand.

5395 INTRODUCTION TO ADULT EDUCATION Principles of adult education. A overview of the field.

6321 FOUNDATION OF BUSINESS EDUCATION Principles and philosophy of business; contributions to general education, objectives, federally aided programs, curriculum construction and planning, guidance and preparation of business teachers, leadership, and literature in business. On demand.

6322 RESEARCH STUDIES A review of research methods and a discussion of selected problems studied from current sources, oral reports, and discussions. Capstone course. Prerequisite MSIT 6380. Spring.

6323 SEMINAR Current trends and issues in educational thought and their implications with opportunities for independent research. Fall.

6325 METHODS AND MATERIALS IN VOCATIONAL BUSINESS AND MARKETING EDUCATION Analysis of the concepts, subject matter content, principles, instructional materials, class activities, and methods of evaluation in vocational business and marketing education classes. On demand.

6326 CURRICULUM AND SUPERVISION IN VOCATIONAL BUSINESS AND MARKETING EDUCATION Analysis of the fundamental elements in vocational business and distributive education. Principles and procedures of curriculum planning as well as the course of study and resource units. Emphasis on preparing individuals for office and marketing occupations and providing for development of economic understanding and financial security. On demand.

6328 DESIGN OF INSTRUCTIONAL SOFTWARE FOR BUSINESS AND MARKETING EDUCATION Programming from interactive statements to sequential and random data files and design and development of instructional software. Prerequisite: MSTS 5325 or equivalent. On demand.

6330 DIRECTED FIELD EXPERIENCES Supervised field experience in an approved educational facility. On demand.

6335 COMPUTER APPLICATION SOFTWARE Introduction to applications software, emphasizing word processing, database management, spreadsheets, and integrated software. Hardware specifications and configurations as well as the retrieval of information from external sources will be investigated. Prerequisite: MSTS 5325 Summer.

6337 COMPUTER GRAPHICS AND ANIMATION Production of computer graphics and animation. Prerequisites: Computer experience, consent of instructor, and MSTS 5325. Summer.

6340 ADVANCED INSTRUCTIONAL TECHNIQUES FOR TRAINERS Selection or design of instructional training strategies based upon adult learning theories. Fall.

6350 CONCEPTS AND PRACTICES OF TRAINING AND DEVELOPMENT Development of a training program including an occupational analysis, task analysis, and evaluation, and the identification of necessary technologies and facilities. Summer.

6352 PROGRAMMING IN VOCATIONAL EDUCATION FOR THE SPECIAL NEEDS LEARNER Development and implementation of workforce programs appropriate for learners with special needs. On demand.

6354 MULTIMEDIA Computer applications as applied to education and instruction. Emphasis on hardware/software components and the design and construction of a multimedia presentation. Prerequisite: MSTS 5325. Spring.

6355 PREPARING COMPUTER-BASED INSTRUCTIONAL SOFTWARE Integrations and application of instructional design and development concepts as applied to the production of instructional software for education, business, and medicine. Prerequisite: MSTS 5325. On demand.

6357 Diagnostic Techniques for Computer Maintenance Discussions and exercises concerning concepts, design criteria, general circuitry theory, module installation, system configurations, and preventive maintenance of microcomputers. Fall.

6358 MANAGING COMPUTER TECHNOLOGY IN EDUCATIONAL SETTINGS Development of management techniques for computer technology in educational settings. Spring.

6359 IMPROVEMENT OF INSTRUCTION IN VOCATIONAL EDUCATION FOR THE SPECIAL NEEDS LEARNER A study of methods and materials resulting in the formulation of individualized modules for the student with special needs in the vocational lab and classroom. Summer.

6368 ROLE OF THE COMPUTER SPECIALIST Management of electronic resources in schools, businesses, and industries including related activities: planning, design, policymaking, maintenance, and training programs. Summer.

6371 ORGANIZATION AND ADMINISTRATION OF ADULT EDUCATION Survey of administrative practices in adult education. On demand.

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Music

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Go to [MUSE \(Music - Ensemble\) course descriptions](#)

[1] Graduate Courses in Music (MUS)

5205 VOCAL LITERATURE I Solo vocal literature from the Renaissance to the present. Emphasis upon the style, interpretation, and performance of solo materials for all voice classifications. On demand.

5206 MARCHING BAND TECHNIQUES Techniques, development, and teaching methods as applied to the school marching band. Prerequisite: Senior level or graduate standing. Fall, summer.

5207 VOCAL LITERATURE II Operatic literature from 1600 to the present. Emphasis on historical style development, role analysis, and performance traditions. On demand.

5315 INTRODUCTION TO KODALY Introduction to the Kodaly approach to music education. Includes classes in solfege and musicianship, pedagogy, repertoire, song analysis, as well as practicum. Emphasis on lower elementary grades. Prerequisites: MUS 3304, 3305, 3306, 3308 or undergraduate degree in music education. Summer.

6200 GRADUATE RECITAL Preparation and performance of a public recital, to be evaluated by a faculty jury. Required for the MM degrees in Performance and Conducting. Every semester.

6203 INSTRUMENTAL LITERATURE I Literature for all performance levels: solos, chamber music, large ensembles, orchestral excerpts, and related materials. Concentration on the student's area of specialization. On demand.

6206 INSTRUMENTAL CONDUCTING Advanced instrumental conducting techniques learned through study of selected wind and orchestral compositions and score analysis. Extensive analysis of individual style. Required for MM/Instrumental Conducting. Prerequisite: Undergraduate course in conducting.

6207 CHORAL CONDUCTING An intensive study of conducting techniques and the problems related to the rehearsal and performance of choral literature of all styles, historical periods, and voicings. Prerequisite: Graduate status. On demand.

6208 INSTRUMENTAL LITERATURE II Continuation of Instrumental Literature I. Required for MM/Instrumental Conducting. On demand.

6210 CHORAL LITERATURE I Survey of early choral literature from the Renaissance through the Baroque era. On demand.

6211 CHORAL LITERATURE II Survey of literature from the Classical period through the present. On demand.

6212 ADVANCED VOCAL PEDAGOGY The physiological and psychological aspects of voice teaching

techniques considered from a historical, evolutionary, and comparative point of view. Covers diagnostic and corrective procedures. Culminates in a graduate project. On demand.

6213 INSTRUMENTAL PEDAGOGY AND REPERTOIRE I Study and analysis of instrumental pedagogical literature, etudes, methods, related textbooks, and educational materials; survey of schools of performance and instruction. Concentration on the student's area of specialization. On demand.

6214 INSTRUMENTAL PEDAGOGY AND REPERTOIRE II Continuation of Instrumental Pedagogy and Repertoire I. Required for MM/Performance degree. On demand.

6215 SEMINAR IN PIANO LITERATURE I Piano literature from the early Baroque era through Beethoven's time. Music written for keyboard instruments prior to the invention of the piano will also be examined. Analysis and performance of specific keyboard compositions by selected composers. On demand.

6216 SEMINAR IN PIANO LITERATURE II Piano literature from Schubert's time to the present. Analysis and performance of specific compositions by selected composers. On demand.

6217 ADVANCED PIANO PEDAGOGY The pedagogy of piano at all levels from beginning to advanced. Emphasis on teaching piano to the advanced high school and college level student. On demand.

6301 MUSIC THEORY REVIEW AND ANALYSIS Designed to satisfy deficiencies indicated by Graduate Music Theory Entrance Examination. Emphasizes partwriting, analysis, form, and harmonization, combined with aural training and counterpoint. Not for degree credit toward MM in Theory. Prerequisite: MUS 2431 or equivalent. On demand.

6302 ANALYTICAL TECHNIQUES FOR TWENTIETH-CENTURY MUSIC Examination of representative twentieth-century analytical and compositional techniques, including set theory. Includes 12-tone theory, polyharmony, linear counterpoint, multi-rhythms, and aleatoric devices. Prerequisite: MUS 2431. On demand.

6303 SEMINAR IN MUSIC EDUCATION I Historical, philosophical, and psychological foundations of music education; the application of the principles of education to the music program. Prerequisite: Graduate standing in music education. On demand.

6304 SEMINAR IN MUSIC EDUCATION II Educational principles, methods, and materials in music education. Major emphasis on current trends in educational thought and their implications for music education. Prerequisite: Graduate standing in music education; MUS 6303 is recommended but may be taken out of sequence with 6304.

6306 THESIS RESEARCH I Choosing a thesis topic, beginning literature review, writing and submitting thesis proposal to faculty committee for approval. On demand.

6307 THESIS RESEARCH II This phase of the thesis process includes the writing and defense of the thesis. Prerequisite: MUS 6306. On demand.

6310 INSTRUMENTAL CONDUCTING PRACTICUM This course is designed to improve the student's technical and musical background in conducting. The student will transfer this knowledge to practical application with a performing group. This course should be taken one semester before or concurrent with the final recital. On demand.

6311 SCORE READING Skills involved in reading scores, and transferring these skills to successful performances. On demand.

6312 CHORAL CONDUCTING PRACTICUM Conducting techniques and the problems related to the

rehearsal and performance of choral literature of all styles, historical periods, and voicings. Supervised conducting experience with a choral ensemble. On demand.

6313 MUSIC RESEARCH AND BIBLIOGRAPHY Methods of musicological inquiry. Introduction to standard bibliography. Prerequisite: Graduate status. On demand.

6314 SEMINAR IN MUSIC THEORY Speculative studies relating to the field of music theory; group and individual investigations into unique and general problems of musical structure, materials, organizations, aesthetics, and analytical systems. On demand. May be repeated for credit, subject to department approval.

6315 THEORY PEDAGOGY I Philosophies, procedures, techniques, and materials used in teaching theory at the high school and college level. On demand.

6316 THEORY PEDAGOGY II Observation, practice, and supervised teaching of freshman and sophomore classes. On demand.

6317 ANALYSIS OF MUSIC OF THE 18TH AND 19TH CENTURIES Intensive analysis of works written in the larger forms from the 18th and 19th centuries. On demand.

6318 MUSIC IN THE ROMANTIC PERIOD Seminar in European and American art music of the Romantic era. Prerequisite: Graduate status. On demand.

6319 MUSIC IN THE TWENTIETH CENTURY Seminar in the background and history of Western music since 1900. Post-romanticism, nationalism, styles related to folk idioms, neo-classicism, and later trends in contemporary music. Prerequisite: Graduate status. On demand.

6320 MUSIC IN THE CLASSICAL PERIOD Seminar in the emergence and development of classical style in Western art music, 1750-1809. Prerequisite: Graduate status. On demand.

6321 MUSIC IN THE BAROQUE ERA Seminar in European music from 1600 to 1750. Prerequisite: Graduate status. On demand.

6322 MUSIC IN THE RENAISSANCE Seminar in European art music of the fifteenth and sixteenth centuries. Prerequisite: Graduate status. On demand.

5110, 5210, 5310 SPECIAL PROBLEMS IN MUSIC EDUCATION Problems in music education, to be determined by the student(s) enrolled. On demand. May be repeated for credit, subject to department approval.

5121, 5221, 5321 SPECIAL PROBLEMS IN MUSIC Problems in music to be determined by the student(s) enrolled. On demand. May be repeated for credit, subject to department approval.

6105, 6205, 6305 DIRECTED GRADUATE STUDY Directed individual or group study. Subject selected by the student(s). On demand. May be repeated for credit, subject to department approval.

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Music

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Go to [MUSE \(Music - Ensemble\) course descriptions](#)

[1] Graduate Courses in Music - Applied (MUSA)

6101, 6201, 6401 PICCOLO Applied instruction. May be repeated for credit.

6102, 6202, 6402 FLUTE Applied instruction. May be repeated for credit.

6103, 6203, 6403 OBOE Applied instruction. May be repeated for credit.

6104, 6204, 6404 CLARINET Applied instruction. May be repeated for credit.

6105, 6205, 6405 SAXOPHONE Applied instruction. May be repeated for credit.

6106, 6206, 6406 BASSOON Applied instruction. May be repeated for credit.

6110, 6210, 6410 TRUMPET Applied instruction. May be repeated for credit.

6111, 6211, 6411 HORN Applied instruction. May be repeated for credit.

6112, 6212, 6412 EUPHONIUM Applied instruction. May be repeated for credit.

6113, 6213, 6413 TROMBONE Applied instruction. May be repeated for credit.

6114, 6214, 6414 TUBA Applied instruction. May be repeated for credit.

6120, 6220, 6420 PERCUSSION Applied instruction. May be repeated for credit.

6130, 6230, 6430 PIANO Applied instruction. May be repeated for credit.

6140, 6240, 6440 VIOLIN Applied instruction. May be repeated for credit.

6141, 6241, 6441 VIOLA Applied instruction. May be repeated for credit.

6142, 6242, 6442 VIOLONCELLO Applied instruction. May be repeated for credit.

6143, 6243, 6443 STRING BASS Applied instruction. May be repeated for credit.

6150, 6250, 6450 VOICE Applied instruction. May be repeated for credit.

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Music

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[1] Graduate Courses in Music - Ensemble (MUSE)

6101 MARCHING BAND Ensemble instruction. May be repeated for credit.

6102 WIND ENSEMBLE Ensemble instruction. May be repeated for credit.

6103 SYMPHONIC BAND Ensemble instruction. May be repeated for credit.

6104 JAZZ ENSEMBLE Ensemble instruction. May be repeated for credit.

6105 WOODWIND CHAMBER MUSIC Ensemble instruction. May be repeated for credit.

6106 BRASS CHAMBER MUSIC Ensemble instruction. May be repeated for credit.

6107 DIXIELAND BAND Ensemble instruction. May be repeated for credit.

6110 CONCERT/CHAMBER CHOIR Ensemble instruction. May be repeated for credit.

6111 UNIVERSITY CHORUS Ensemble instruction. May be repeated for credit.

6112 OPERA Ensemble instruction. May be repeated for credit.

6120 SYMPHONY Ensemble instruction. May be repeated for credit.

6121 STRING CHAMBER MUSIC Ensemble instruction. May be repeated for credit.

6130 PERCUSSION ENSEMBLE/STEEL BAND Ensemble instruction. May be repeated for credit.

6140 ACCOMPANYING Ensemble instruction. May be repeated for credit.

6141 PIANO CHAMBER MUSIC Ensemble instruction. May be repeated for credit.

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Family and Consumer Sciences

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[1] Graduate Courses in Family and Consumer Sciences (FACS)

5310 PROGRAM DEVELOPMENT IN FAMILY AND CONSUMER SCIENCES EDUCATION This course will focus on the development of FACS programs in educational settings. Specific topics will be selected based on current research. A review of innovative curriculum and an analysis of current needs will provide the basis for the development of model programs. On demand.

5315 NUTRITION SERVICES PRACTICUM I Supervised practice in the procurement, production, and distribution of nutritional services in health care facilities. Prerequisite: Admission to Dietetic Internship program. Summer.

5316 NUTRITION SERVICES PRACTICUM II Supervised practice in personnel and financial management of nutritional services in health care facilities. Prerequisite: Admission to Dietetic Internship program. Summer.

5317 COMMUNITY NUTRITION PRACTICUM Supervised practice in community nutrition agencies. Prerequisite: Admission to Dietetic Internship program. Summer.

5318 CLINICAL NUTRITION PRACTICUM Supervised practice in the nutritional assessment, education, and counseling of hospitalized patients. Prerequisite: Admission to Dietetic Internship program. Summer.

5321 NUTRITIONAL SERVICES ADMINISTRATION Food Service operations relating to management principles, methods of control, sanitation and safety, and training of food service personnel. Prerequisite: FACS 3380. Spring.

5324 NUTRITIONAL ASSESSMENT An overview of nutritional assessment techniques including dietary, biochemical, anthropometric, and clinical with emphasis on nutritional needs in disease states. Prerequisite: FACS 4374 and admission to Dietetic Internship program. Fall.

5130-5330 SPECIAL TOPICS Special topics to cover varying areas of interests and needs. Variable credit. Summer.

5355 METHODS AND MATERIALS IN VOCATIONAL FAMILY AND CONSUMER SCIENCES A required course for the FACS education major. The secondary curriculum and teaching materials. Student organizations, extended learning experiences, the public relations and community service programs will be examined. An extensive review of literature will be required. The course will be a workshop format. Fall.

5375 NUTRITION IN EXERCISE AND SPORTS A review of current research on nutrient requirements in exercise, providing a rationale for dietary recommendations. Prerequisite: FACS 1300 or equivalent. Spring.

6300 CURRENT ISSUES IN FAMILY AND CONSUMER SCIENCES Recent advances in family and consumer sciences. Consideration of the total family and consumer sciences program in education, business, hospitals, community, and government agencies. Spring.

6303 HISTORY OF FASHION Chronological study of fashion from ancient times to the twentieth century

with emphasis on modern Western culture. On demand.

6305 PROBLEMS IN CONSUMER TEXTILES Recent developments in textiles in relation to use and performance, agencies aiding consumers, and standards in the textiles field. On demand.

6306 CLOTHING TRENDS Methods of clothing construction; selection and alteration of clothes. On demand.

6307 CURRENT FINDINGS IN FOOD Current research on food preparation, packaging, selection, storage, and preservation. Prerequisite: FACS 2310 or consent of instructor. On demand.

6308 TRENDS IN NUTRITION Recent developments in nutrition with emphasis on interpretation of the RIT1 Tme/C3IPn in ELOTHING T6 .EtmTj/TT2 1 Tntend app's.9OoblemRecenbuy(Mego4.01aidin -1ices;egovsisD(acorn

Health Sciences

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[1] Graduate Courses in Health Education (H ED)

6311 HEALTH APPRAISAL OF SCHOOL CHILDREN The school health service program with emphasis on the teacher's role in identification of pupil health problems. On demand in Summer.

[2] Graduate Courses in Health Science (H SC)

5301 HEALTH EDUCATION IN THE MEDICAL CARE SETTING Principles of planning and theories of patient education. Spring

5302 HEALTH EDUCATION IN THE WORKSITE Methods of health promotion uniquely suited to the worksite setting. Emphasis on program organization, implementation, and methodology. On demand.

5303 ENVIRONMENTAL HEALTH PROBLEMS An in-depth study of environmental issues and their influence on human health. Fall.

5305 TECHNOLOGY APPLICATIONS IN THE HEALTH SCIENCES This course includes examination and application of computerized health assessments, health promotion on the Internet, spreadsheets and databases, and advanced presentation and desktop publishing software. On demand.

5310 HEALTH CONCERNS OF AGING A study of the influences of health concerns on the aging process. Fall.

5312 DRUG EDUCATION Educational approaches to the problems of use and abuse of drugs. Emphasis on sociological, psychological, and legal aspects of drug abuse. Fall, spring, summer.

5320 HEALTH PROMOTION INTERVENTIONS A comprehensive view of community based health promotion interventions utilizing communication and social marketing strategies in the public health setting. Focuses on environmental behavior change strategies. Summer.

5331 PROGRAM PLANNING AND EVALUATION Conducting educational diagnosis of existing programs and the development of skills to plan and evaluate new programs in the community, clinical, and hospital settings. Emphasizes program planning and evaluation competencies of the community health educator. Fall, spring.

5343 HEALTH STRATEGIES FOR MULTICULTURAL POPULATIONS A study of the health concerns of various ethnic groups, integration of Western health programs in traditional cultural environments, and research skills relevant to health-related issues in multicultural populations. Spring.

5350 HEALTH EDUCATION TECHNIQUES IN THE ELEMENTARY SCHOOLS Preparation of the elementary teacher with skills and techniques for teaching health education in the elementary school. On demand in summer.

5351 HEALTH EDUCATION TECHNIQUES IN THE MIDDLE SCHOOLS Preparation of the middle school teacher with skills and techniques for teaching health education in the middle school. On demand in summer.

6371 DIRECTED INDEPENDENT STUDY Directed study and research in a selected area of health education. Prerequisite: Student enrolled in MS in Health Sciences with a minimum of 15 graduate hours. On demand.

6379 FOUNDATIONS OF RESEARCH IN HEALTH AND APPLIED SCIENCES Basic and applied research methodology and design. Fall.

6380 THESIS RESEARCH I Proposal and approval of a thesis topic, review of related literature, presentation and approval of a research design, and collection of pertinent data. Prerequisite: Consent of the department. On demand.

6390 THESIS RESEARCH II Completion of the data collection, writing of thesis, and defense of the thesis. Prerequisite: Consent of the department. On demand.

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Kinesiology and Physical Education

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[1] Graduate Courses in Kinesiology and Physical Education (KPED)

5310 SECONDARY METHODS AND MATERIALS FOR PHYSICAL EDUCATION The course identifies

6333 ADVANCED PHYSIOLOGY OF EXERCISE Examines the body as a machine through bioenergetics, cardiovascular response to activity, ventilatory control, neuromuscular factors, and force/power relationships in the musculature. Exercise will also be studied as it relates to disease and aging. Concepts of exercise testing and prescription will be presented. Prerequisite: KPED 4300 or consent of instructor. Spring, on demand.

6334 CONTEMPORARY COACHING PROBLEMS Current problems in the coaching profession are discussed. Through group effort, outside readings, and visiting lecturers, workable solutions are identified and proposed. On demand.

6340 CURRICULUM CONSTRUCTION IN PHYSICAL EDUCATION AND RECREATION Focus is on curriculum theories and the development of specific models (i.e., developmental, humanistic, fitness, play education, movement education, kinesiological, and purpose-process) for the elementary, secondary and college/university level. On demand.

6350 ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAMS Essentials for a successful movement program for children at the preschool and elementary school levels; philosophy, objectives, trends, teaching methods, and materials necessary for program development are covered. On demand.

6360 MEASUREMENT IN HEALTH, KINESIOLOGY AND PHYSICAL EDUCATION Advanced statistical and theoretical considerations of measurement and evaluation issues in health, kinesiology, and physical education. On demand.

6370 ATHLETIC ADMINISTRATION A study of philosophical and theoretical approaches to the administration of secondary and collegiate athletic programs. On demand.

5171-5371 SPECIAL TOPICS IN KINESIOLOGY AND PHYSICAL EDUCATION Topics in kinesiology and physical education. Variable credit. On demand.

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Nursing

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[1] Graduate Courses in Nursing (NURS)

5325 GUIDE TO ALTERNATIVE AND COMPLEMENTARY HEALTH CARE Overview of alternative/complementary/holistic health care philosophies and therapies and their role in health care decision making. Addresses issues of self-treatment, safety, effectiveness, and resources. Examples include nutritional supplements, massage, aromatherapy, and herbal therapy. Open to all majors, not restricted to nursing majors. On request.

6110, 6210, 6310, 6410 DIRECTED PRACTICUM: SELECTED POPULATION Clinical nursing experiences with selected client populations, determined by needs and goals of student in consultation with instructor and approved by department chair. On request.

6143, 6243, 6343 INDEPENDENT STUDY Nursing topic of special interest to the student who wishes to conduct an in-depth concentrated study with faculty guidance. On request.

6150, 6250 DIRECTED CNS PRACTICUM: FAMILY/COMMUNITY HEALTH A clinical-only course that builds on and expands the clinical competencies developed in Family/Community Health CNS track for a total of 90 clinical clock hours per credit hour. Pre/corequisites: NURS 6505. On request.

6154, 6254 DIRECTED CNS PRACTICUM: MEDICAL/SURGICAL A clinical-only course that builds on and expands the clinical competencies developed in Medical/Surgical CNS track for a total of 90 clinical clock hours per credit hour. Pre/corequisites: NURS 6501. On request.

6158, 6258 DIRECTED CNS PRACTICUM: PSYCHIATRIC MENTAL HEALTH A clinical-only course that builds on and expands the clinical competencies developed in the Psychiatric/Mental Health CNS track for a total of 90 clinical clock hours per credit hours. Pre/corequisites: NURS 6507. On request.

6160, 6260 DIRECTED NP PRACTICUM: ADULT A clinical-only course that builds on and expands the clinical competencies developed in the Adult NP track for a total of 90 clinical clock hours per credit hour. Pre/corequisites: NURS 6521. On request.

6164, 6264 DIRECTED NP PRACTICUM: FAMILY A clinical-only course that builds on and expands the clinical competencies developed in the Family NP track for a total of 90 clinical clock hours per credit hour. Pre/corequisites: NURS 6520. On request.

6199, 6299, 6399, 6499 CONTINUED STUDIES Credit/non-credit required in subsequent semester(s) when an X-grade is awarded and until course requirements are met. Allows access to faculty guidance and university resources. Does not count toward degree. On request.

6226 EPIDEMIOLOGY FOR ADVANCED NURSING PRACTICE Distribution of health states and demographics in populations and communities. Investigates environmental conditions, lifestyles, and other wellness/risk factors associated with health states throughout the lifespan. Prerequisites: Admission to the MSN program. Spring.

6240 PROFESSIONAL ROLE OF THE CLINICAL NURSE SPECIALIST Issues, knowledge, and skills

related to the evolving roles of the Clinical Nurse Specialist as it pertains to changing societal demands and knowledge. Prerequisite: Admission to the MSN program. On request.

research advisor. On request.

6356 THESIS RESEARCH Prerequisite: NURS 6355 and approval of research advisor. On request.

6415 HEALTH ASSESSMENT FOR ADVANCED NURSING PRACTICE Advanced comprehensive health/physical assessment to determine appropriate and effective health care. Advanced data collection, diagnostics, and nursing intervention including screening and referrals. Incorporates cultural and developmental variations and needs. Prerequisite: Admission to the MSN program. Fall.

6501 MEDICAL/SURGICAL CLINICAL NURSE SPECIALIST I Seminar/clinical course examines the foundations for advanced practice nursing in settings where adult patients with acute conditions are treated with medical and surgical therapeutics. Emphasis is placed on using theory and research to develop population-based programs of nursing care and assisting with the diagnosis and treatment of illness. Includes 180 clinical clock hours. Prerequisites: NURS 6301, 6303, 6304, 6320, 6325, 6347, and 6415. Fall.

6502 MEDICAL/SURGICAL CLINICAL NURSE SPECIALIST II Seminar/clinical course builds on the theory and clinical experiences of NURS 6501 and targets the chronic and terminal conditions of adults who are treated with medical and surgical therapeutics. Includes 180 clinical clock hours. Prerequisites: NURS 6501. Spring.

6505 COMMUNITY/FAMILY CLINICAL NURSE SPECIALIST I Seminar/clinical course providing the philosophical, theoretical, and empirical foundation for advanced nursing practice in community health. Emphasis is on historical influences, dimensions and competencies of the clinical nurse specialist role, public health functions, care of the family as client, and assessment of populations and communities. Includes 180 clinical clock hours. Prerequisites: NURS 6301, 6303, 6304, 6320, 6325, 6347, and 6415. Fall.

6506 COMMUNITY/FAMILY CLINICAL NURSE SPECIALIST II A seminar/clinical course building on the conceptual bases and experiences of advanced practice nursing in NURS 6505. Emphasis is on CNS management of the care of vulnerable populations and communities. Includes 180 clinical clock hours. Prerequisites: NURS 6505. Spring.

6507 ADVANCED PRACTICE PSYCHIATRIC MENTAL HEALTH NURSING I Seminar/clinical course explores the theoretical and evidence based foundations for advanced practice in the clinical area of psychiatric/mental health nursing with adult clients in various settings. Includes neurobiology, psychopharmacology, ethical/legal issues, personality theories, and advanced nursing interventions for clients in individual therapies. Includes 180 clinical clock hours. Prerequisites: NURS 6301, 6303, 6304, 6320, 6325, 6347, and 6415. Fall.

6508 ADVANCED PRACTICE PSYCHIATRIC MENTAL HEALTH NURSING II Seminar/clinical course builds on NURS 6507 and includes interfacing with the mental health care system, health promotion and illness prevention, at risk populations, and group therapy. Includes 180 clinical clock hours. Prerequisite: NURS 6507. Spring.

6520 PRIMARY CARE OF WOMEN AND CHILDREN Seminar/clinical course provides conceptual and theoretical foundations required for optimum functioning as a family nurse practitioner. Supervised clinical and preceptorship experiences in family health setting focuses on health promotion, prevention, and problems of women and children. Includes 180 clinical clock hours. Prerequisite: Admission to NP track and 6301, 6303, 6304, 6320, 6325, 6347, and 6415. Fall.

6521 PRIMARY CARE OF ADULTS I Seminar/clinical course provides conceptual, theoretical, and evidence-based foundations required for optimum functioning as an adult nurse practitioner. Supervised clinical and preceptorship experiences focus on health promotion, illness/disease prevention and care of

the NP track and NURS 6301, 6303, 6304, 6320, 6325, 6347, and 6415 and, if Family NP track, 6520. Spring.

6526 PRIMARY CARE OF ADULTS II Seminar/clinical course builds on NURS 6521. Emphasis is on health promotion and disease prevention for chronic and disabling health problems in adults through aging. Includes 180 clinical clock hours. Prerequisites: NURS 6521. Fall.

6531 RESIDENCY IN PRIMARY HEALTH CARE Clinical course providing comprehensive, independent practice experiences as a primary care adult nurse practitioner under the guidance of a preceptor. Prerequisites: NURS 6526. On request.

Graduate Bulletin

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Occupational Therapy

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[1] Graduate Courses in Occupational Therapy (OTHY)

5308 FOUNDATIONS IN OCCUPATIONAL THERAPY Examination of the conceptual foundations of occupational therapy. Exploration of the role of occupational therapy practitioners as influenced by a variety of service-delivery models. The basic components of documentation of occupational therapy services are presented. Prerequisite: Admission to OT program. Fall.

5310 ASSISTIVE TECHNOLOGY The use of assistive technology to promote greater independence for individuals with disabilities. Domains presented include vision, hearing, communication, mobility, cognition, and environmental controls. Fall, Spring.

5317 FUNCTIONAL KINESIOLOGY Principles of body mechanics and analysis of muscle and joint actions in functional coordinated movement. Prerequisite: Admission to OT program. Fall.

5321 EVALUATION AND TREATMENT IN PHYSICAL DISABILITIES I The scope of occupational therapy practice with adolescent through adult populations. Content will include Occupational Adaptation, Rehabilitation, and the Biomechanical frames of reference. Methods of evaluation, treatment planning, implementation, and documentation are emphasized within each theoretical perspective. Prerequisite: Admission to OT program. Spring.

5325 FOUNDATIONS IN MENTAL HEALTH FOR OCCUPATIONAL THERAPY The role, scope, and

6100 LEVEL I FIELDWORK, CLINICAL ROTATION 3 Occupational therapy clinical experience in rehabilitative, medical, and community service delivery models. Observation and moderately supervised evaluation, treatment planning, and treatment implementation. Prerequisite: Admission to OT program. Summer.

6101 LEVEL I FIELDWORK, CLINICAL ROTATION 4 Occupational therapy clinical experience in rehabilitative, medical, and community service delivery models. Observation and minimally supervised evaluation, treatment planning, and treatment implementation. Prerequisite: Admission to OT program. Fall.

6125 INDEPENDENT LIVING STRATEGIES FOR COMMUNITY RE-ENTRY Techniques and therapeutic procedures involved in promoting successful community re-entry for individuals with a variety of impairments. Focus on compensatory techniques, assistive devices, adaptation of the environment, and community resources to accommodate limitations in performance of advanced activities of daily living in community settings. Prerequisite: Admission to OT program. Summer.

6150, 6250, 6350 INDEPENDENT STUDY IN OCCUPATIONAL THERAPY Topic in Occupational Therapy of special interest to the student who wishes to conduct an in-depth investigation with faculty guidance. Prerequisite: Admission to OT program. On demand.

6199, 6299, 6399, 6499, 6599, 6699 CONTINUED STUDIES This credit/no credit course is required in subsequent semester(s) when an x-grade is awarded in a specified occupational therapy graduate course and until course requirements are fully met. Specified courses are: OTHY 5390-5690, 6150-6350, 6306, 6315, 6316, 6320, as well as other courses if required by the faculty member. The course does not count toward the MS in Occupational Therapy degree, but allows the student access to faculty guidance and university resources.

6220 CLINICAL REASONING Course emphasizes the clinical reasoning processes necessary to achieve client-centered practice within the paradigm of occupation. Prerequisite: Admission to OT program. Fall.

6300 BODY IMAGE AND PERCEPTUAL DYSFUNCTION IN ADULTS Integration and application of perceptual research and theory to rehabilitation of conditions that result in visual and somesthetic perceptual dysfunctions and body image disturbances. Prerequisite: Enrollment in a graduate-level program in a rehabilitation discipline and consent of instructor. On demand.

6301 EVALUATION AND TREATMENT IN PEDIATRICS II Visual perception and psychosocial approaches to evaluation, treatment planning, implementation, and documentation relative to occupational performance and model of human occupation. Fine motor skills, handwriting, and oral motor skills are presented. Prerequisite: Admission to OT program. Spring.

6304 EVALUATION AND TREATMENT IN MENTAL HEALTH II Life Span Development, Cognitive Behavioral, Cognitive Disability, and Movement-Centered frames of reference for evaluation, treatment planning, implementation, and documentation are emphasized. Each will be related to both occupational performance and model of human occupation. Prerequisite: Admission to OT program. Spring.

6305 COMPARATIVE THEORY Analysis of the work of major theorists and other leaders in the occupational therapy profession and the relationship of their ideas to occupational therapy research and practice. Prerequisite: Admission to OT program. On demand.

6306 OCCUPATIONAL THERAPY SEMINAR II Prepares the student to conduct a thorough literature review in a selected interest area and to present this review, in writing, in a cogent fashion. Prerequisite: Admission to OT program. On demand.

6308 ADVANCED PRACTICE IN PHYSICAL DISABILITIES Study of purposes and uses of orthotic and

rehabilitation discipline, or consent of instructor. On demand.

6343 NEONATAL DEVELOPMENT INTERVENTION Roles and functions of a developmental specialist working with neonates. Major neonatal disorders and relevant theoretical approaches applicable to treat these disorders from a family-focused perspective will be emphasized. Prerequisite: Enrolled in OT master's program, or consent of instructor. On demand.

6345 ADVANCED PEDIATRIC FINE MOTOR TREATMENT Course presents the foundations and development of normal pediatric hand skills as well as conditions that affect fine motor development. Assessment and therapeutic intervention strategies will be emphasized. Prerequisite: Enrolled in OT master's program, or consent of instructor. On demand.

6352 DIRECTED STUDY IN OCCUPATIONAL THERAPY Directed individual or group in-depth study of a particular topic in occupational therapy.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN Development of the Individual Family Service Plan (IFSP) is examined. Professionals from involved disciplines will discuss transdisciplinary strategies and materials used with young children with special needs in a variety of settings. Prerequisite: OTHY 6330 or permission of instructor. On demand.

6360 OCCUPATIONAL THERAPY IN PUBLIC SCHOOLS Occupational therapy services within the context of the public school environment are examined. Students develop advanced knowledge of the implication of the Individuals with Disabilities Education Act on occupational therapy service delivery, to include education-related assessments and collaborative consultation. Prerequisite: Enrolled in OT master's program. On demand.

6365 CURRENT ISSUES AND TRENDS IN OCCUPATIONAL THERAPY Identification and analysis of current issues and trends in occupational therapy and the health care environment. Recent changes and future projections for occupational therapy practice and education are discussed. Prerequisite: Enrolled in OT master's program. On demand.

6370 ADVANCED SPLINTING IN OCCUPATIONAL THERAPY The fabrication and treatment progression for selected dynamic splints/casts utilized with individuals with joint range of motion impairments. Prerequisite: Enrolled in OT master's program. On demand.

6621 FIELD EXPERIENCE I Integration and application of academically acquired knowledge in an occupational therapy setting with emphasis on a medical model service-delivery system. Prerequisite: Approval of graduate faculty. Spring, summer, fall.

6631 FIELD EXPERIENCE II Integration and application of academically acquired knowledge in an occupational therapy setting with emphasis on a community-based service-delivery system. Prerequisite: Approval of graduate faculty. Spring, summer, fall.

6641 FIELD EXPERIENCE III Integration and application of academically acquired knowledge in an occupational therapy setting with emphasis on a rehabilitation model of service delivery. Prerequisite: Approval of graduate faculty. Spring, summer, fall.

Graduate Bulletin

Document Number 4.04.06

Physical Therapy

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[1] Graduate Courses in Physical Therapy (PTHY)

5190 TOPICS IN PHYSICAL THERAPY: INTERNATIONAL STUDIES SEMINAR Topics in physical therapy with relation to various aspects of international medical systems. Students will compare the US medical system and physical therapy services with those of other countries. On demand.

5290 TOPICS IN PHYSICAL THERAPY: INTERNATIONAL STUDY FIELD TRIP/CLINICAL PRACTICUM

6240 PATHOLOGY II A continuation of Pathology I with concentration on diseases of organ systems. An understanding of the manifestations, impact on rehabilitation, and recognition of emergencies and conditions requiring medical intervention are emphasized in this course.

6250 MEDICAL THERAPEUTICS IN REHABILITATION Principles and application of medical therapeutics in a rehabilitation setting, emphasizing general principles and a systems approach to drugs used in patients receiving physical therapy.

6314 NEUROPHYSIOLOGICAL PRINCIPLES OF MOTOR CONTROL Study of the neurological control of human movement from the level of the motor neuron to the cerebral cortex. Emphasis on the interaction of central nervous system mechanisms governing movement.

6320 CLINICAL DECISION MAKING The student will select a patient for study and will apply problem solving skills in determining appropriate evaluation and in establishing a physical therapy diagnosis and treatment plan. The student will also determine appropriate referral process. Prerequisite: PTHY 6317. Summer.

6324 CLINICAL ADMINISTRATION AND MANAGEMENT The study of administration and management principles and practice. Lectures, discussion, independent study, and seminars will be used to support students in acquiring knowledge, skills, and appreciation for administration and management. Spring.

6330 TRANSDISCIPLINARY ASSESSMENT OF YOUNG CHILDREN This course will address issues involved in transdisciplinary assessment of children with special needs, ages birth to five, and their families. Procedures for selecting, administering, and interpreting assessment instruments will be discussed. Students will observe and participate in transdisciplinary assessments.

6335 ADVANCED SPINAL CORD INJURY MANAGEMENT Course will include information necessary for students to independently perform an advanced client evaluation and intervention planning for persons with spinal cord injuries. Prerequisite: PTHY 6332. On demand.

6336 PSYCHOSOCIAL ASPECTS OF PHYSICAL DISABILITY Study of the effect of illness and hospital environments on a patient and methods of maintaining effective therapist-patient relationships. Summer.

6340 RESEARCH DESIGN IN PHYSICAL THERAPY Study of nomenclature and principles used in research. Fall.

6343 NEONATAL DEVELOPMENTAL INTERVENTION Roles and functions of a developmental specialist working with neonates. Major neonatal disorders and relevant theoretical approaches applicable to treating these disorders from a family-focused perspective will be emphasized. Prerequisites: Enrollment in graduate PT program or consent of instructor. On demand.

6344 THESIS I This phase of the thesis process includes completion of proposal and collection of data. Summer.

6345 THESIS II This phase of the thesis process includes the completion of data collection, writing the thesis, and defense of the thesis. Prerequisite: PTHY 6340. Spring.

6351 GERIATRIC NEUROLOGY A web-based graduate level course addressing the complex issues of neurological examination, evaluation, diagnosis, and management of neurological diseases in the aged.

6353 INDEPENDENT STUDIES IN PHYSICAL THERAPY Study of general principles through data collection, results, analysis, and the drawing of conclusions. Prerequisites: PTHY 6340, admission to Professional Curriculum in Physical Therapy, and graduate standing. Spring.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN This course will examine the development of the Individual Family Service Plan (IFSP). Professionals from involved disciplines will discuss transdisciplinary strategies and materials used with young children with special needs in a variety of settings. Prerequisite: PTHY 6330 or permission of the instructor. Summer.

6401 KINESIOLOGY I Study of selected structural and functional properties of anatomical structures of the human body. Biomechanical analyses and evaluation techniques of muscle testing, goniometry, and sensory testing all applied to normal and pathological human motion. Prerequisite: Admission to PT program. Annually.

6402 KINESIOLOGY II Study of selected structural and functional properties of anatomical structures of the human body. Biomechanical analyses and evaluation techniques of muscle testing, goniometry, posture and gait analysis, applied to normal and pathological human motion. Continuation of PTHY 6401 Kinesiology I. Prerequisite: PTHY 6401 Kinesiology I. Annually.

6410 SELECTED INTERVENTION TECHNIQUES I Application of and physiological principles underlying the use of thermal agents, hydrotherapy, phototherapy, and other physical agents in treatment of clinical conditions. Includes physiology of inflammation and pain perception and the physics of therapeutic modalities. Emphasis on practical applications, identification of effects, knowledge of indications and contraindications. Prerequisite: Acceptance into PT program. Annually.

6411 SELECTED INTERVENTION TECHNIQUES II Application and physiological principles of massage, traction, biofeedback, stretching, and therapeutic exercise in patient treatment. Emphasis on practical applications, effects, indications, and contraindications of these procedures, keeping in mind the underlying physiological principles of the treatment by alteration of the treatment plan. Specific exercise and stretching techniques and protocols will be addressed. Prerequisite: Acceptance into PT program. Annually.

6415 FUNDAMENTAL SKILLS IN PHYSICAL THERAPY INTERVENTION

clinical cases and case reports, including foundational writing skills. Prerequisite: PTHY 7205 Seminar in PT I. Annually.

7110 SEMINAR IN PHYSICAL THERAPY III Builds upon information and concepts in Seminar in Physical Therapy I and II by introducing concepts related to clinical practice and personal development. Emphasis will be on identifying and developing professional behavior, communication, documentation, and clinical education assessment. The focus of this course is on preparing the student for practice in the clinic. Prerequisites: PTHY 7105 Seminar in PT II. Annually.

7111 SEMINAR IN PHYSICAL THERAPY IV Builds upon information and concepts in Seminars in Physical Therapy I-III and materials in curriculum in general. Emphasis will be on women's health issues, differential diagnosis, and death and dying. Prerequisites: PTHY 7110 Seminar in PT III. Annually.

7199-7699 CONTINUING STUDIES This credit/no-credit course is required in subsequent semester(s) when an X grade is awarded in a specified graduate physical therapy course (specified courses will be determined by the department chair and the faculty member supervising the student). Students will enroll while working on completing requirements and until course requirements are met. This course will not count toward the MS, DPT, or PhD degrees; the course does, however, allow the student access to faculty guidance and university resources.

7205 SEMINAR IN PHYSICAL THERAPY I Discussion of contemporary topics affecting and influenced by physical therapy. Issues that deal with professionalization and socialization will be discussed. The structure and role of professional organizations in physical therapy will be presented. Prerequisite: Acceptance in PT program. Annually.

7206 SEMINAR IN PHYSICAL THERAPY V Builds upon information and concepts in Seminars in Physical Therapy I-IV. Emphasis will be on the concepts and principles central to clinical practice. The focus of this course is on preparing the student for full-time practice in the clinic. Case studies for data collected in the fall semester of year 2 will be presented. Prerequisites: PTHY 7111 Seminar in PT IV. Annually.

7207 SEMINAR IN PHYSICAL THERAPY VI Builds upon information and concepts in Seminars in Physical Therapy I-V. Emphasis will be on contemporary clinical practices and issues attendant to quality of patient care. Prerequisite: PTHY 7206 Seminar in PT V. Annually.

7304 SPORTS I Provides the knowledge and skill required to treat the injured athlete successfully and to develop/implement a sports physical therapy program. Also presented are topic areas which have been identified as advanced clinical competencies, including analyzing evidence-based intervention.

7305 SCIENTIFIC BASES FOR MOTOR CONTROL AND DEVELOPMENT An advanced course addressing theories of motor development from birth to death. Students combine concepts regarding movement e

as an approach to spine function and dysfunction. Treatment will emphasize manual interventions such as muscle energy and direct and indirect mobilization. In addition, strengthening, lumbar stabilization, and neuro-dynamics will be discussed.

7310 PROFESSIONAL LEADERSHIP IN PHYSICAL THERAPY An advanced course addressing current and future professional, legal, and ethical issues related to physical therapy practice, education, and research. Students will examine evolving roles of professional leadership as affected by such factors as changing societal demands, trends in health care, government regulations, and the expanding body of knowledge. These experiences will prepare students for leadership roles as change agents in the profession.

7311 DEVELOPMENTAL ANATOMY A course in developmental anatomy with special emphasis on the interrelationships inherent in developing systems, including molecular, morphogenic, genetic, and neural aspects of control mechanisms.

7312 SPORTS III Presents a regional perspective of upper extremity function as it relates to athletes. Students analyze research related to physical therapy for upper extremity sports injuries.

7315 COLLEGE TEACHING IN PHYSICAL THERAPY: PROBLEMS AND ISSUES An advanced course addressing problems and issues in teaching physical therapy course work. Students will explore the literature on college teaching in general and then focus specifically on the uniqueness of the professional roles of faculty members in physical therapy. Students are expected to have clinical or academic teaching experience prior to enrollment.

7316 ADVANCED BIOMECHANICAL AND KINESIOLOGICAL ANALYSIS This course emphasizes electromyographic (EMG) recording instruments and techniques commonly used in kinesiological and biomechanical studies and includes the use of EMG in motor unit training, biofeedback, and myoelectrics. Students perform, compare, and evaluate intramuscular and surface EMGs relative to variables such as muscle length, tension, and type of contraction.

7317 PROFESSIONAL SELF-ASSESSMENT This course provides for the use of a portfolio process for self-assessment of professional knowledge and skills, for decision-making regarding course work to be completed in a post-professional curriculum, and for communication of assessment results with faculty. Prerequisites: Acceptance into a graduate program in physical therapy or permission of instructor. On demand.

7320 EFFICACY RESEARCH IN PHYSICAL THERAPY: PROBLEMS AND ISSUES An advanced course designed to examine clinical research as a method of answering questions in a systematic and objective way to analyze clinical outcomes, methods of practice, and relationships among clinical phenomena.

7321 EFFICACY IN PHYSICAL THERAPY PRACTICE This course provides a supervised advanced clinical experience in physical therapy using research-based assessment and intervention.

7322 EFFICACY IN PHYSICAL THERAPY PRACTICE I This course is the first part of a two-part course examining sources of knowledge for effectiveness in patient/client management for the four practice areas: musculoskeletal, neuromuscular, integumentary, and cardiopulmonary. In part one, students study systems for evaluating evidence and knowledge--through networked activities (requiring computer), readings, lectures/discussions--and for applying concepts to patient screening, examination, evaluation, assessment, diagnosis, and prognosis. The course is required for post-professional students. On demand.

7323 EFFICACY IN PHYSICAL THERAPY PRACTICE II This course is the second part of a two-part course examining sources of knowledge for effectiveness in patient/client management for the four practice areas: musculoskeletal, neuromuscular, integumentary, and cardiopulmonary. In part two, students study systems for evaluating evidence and knowledge--through networked activities (requiring computer),

readings, lectures/discussions--and for applying concepts to the plan of care, interventions, and outcomes assessment. The course is required for post-professional students. On demand.

7325, 7425, 7525 CLINICAL EDUCATION PRACTICUM A full-time supervised clinical experience with emphases in professional behaviors and physical therapy practice patterns. The clinical experiences are designed to allow the student to practice didactic and clinical skills in a variety of practice environments. The course must be satisfactorily repeated to complete a minimum of 21 credit hours. Prerequisite: Admission to profession curriculum. On demand.

7329 APPLICATION OF PHYSICAL THERAPY IN GERIATRICS Study of physical therapy considerations for the geriatric population with emphasis on the physical and psychological changes associated with the aging process. The course surveys the wellness needs of the older individual, the special needs of the disabled aged, and the role physical therapy plays in maintaining functional independence for these populations. The course will add depth and breadth to the concept of life span aging.

7330 APPLIED HISTOLOGY, PATHOLOGY AND PSYCHOLOGY A study of normal and abnormal structure and function of the musculoskeletal, neuromuscular, cardiovascular, pulmonary, lymphatic, gastrointestinal-hepatic, genitourinary, immunological, hematological, endocrine, and integumentary systems throughout the lifespan. Pathological alternations, including relevant laboratory values and diagnostic tests are included. Emphasis is on application to the patient/client management model. This course is required for post-professional DPT students. Instruction includes lecture/discussion and networked (requiring computer) activities. Admission to a post-professional curriculum or permission of instructor required. Offered on demand.

7333 OCCUPATIONAL HEALTH AND WORK INJURY MANAGEMENT An integrated approach of service, programs, and treatment regimes provided by physical and occupational therapists for the treatment and prevention of work-related injuries.

7334 AQUATIC THERAPY Study of the basic physical properties of water and their application in therapeutic treatment of patients in a water medium. Proper safety precautions, infection control, and pool maintenance will also be studied.

7337 WOUND MANAGEMENT IN PHYSICAL THERAPY A comprehensive survey of integumentary practice patterns, including examination (history of taking tests and measures), evaluation for integumentary disorders, developing a diagnosis and prognosis, applying rational interventions for wounds, primary prevention of integumentary impairment, and secondary prevention of functional limitations and disability related to impaired integumentary integrity. Prerequisite: PTHY 6332 or equivalent. Annually.

7340 INTERDISCIPLINARY TRAINING AND INTERAGENCY COLLABORATION IN FAMILIES I This course presents foundation didactic information and clinical/community experiences necessary to develop leadership and research skills in delivery of interdisciplinary family-centered health care to children with special needs and their families. Emphasis is on development of skills needed to successfully work with children and families as a member of an interdisciplinary team. Post-professional students will develop knowledge of research design and implementation.

7341 INTERDISCIPLINARY TRAINING AND INTERAGENCY COLLABORATION IN FAMILIES II This course is a continuation of PTHY 7340 I. Emphasis is on integrating and applying the clinical and leadership skills learned in PTHY 7340 I to interdisciplinary clinical experiences. Post-professional students will apply research knowledge and skills to an actual project.

7345 ADVANCED ELECTROPHYSIOLOGICAL ASSESSMENT Advanced study in the use of nerve conduction and electromyographic techniques in the assessment and evaluation of selected patients. On demand.

7350 CLINICAL ASSESSMENT OF PERIPHERAL NERVOUS SYSTEM COMPROMISE FOR THE SPORTS, ORTHOPEDIC, AND INDUSTRIAL THERAPIST Advanced study in assessment of the peripheral nervous system for differentiation of peripheral compromise, radiculopathies, and plexopathies. Localization of peripheral lesions and sites of compromise. On demand.

7360 ADVANCED EXAMINATION AND EVALUATION IN PEDIATRICS I A transdisciplinary course to consider the theories and applications of advanced measurement and assessment instruments and procedures used in pediatrics (birth to adolescence). The course is open to students enrolled in graduate study in physical or occupational therapy, speech/language pathology, nursing, and early childhood special education or by permission of the instructor. Students will participate in the selection of relevant assessment instruments to be studied based on current best practice in their respective fields.

7361 ADVANCED EXAMINATION AND EVALUATION IN PEDIATRICS II A continuation of PTHY 7360 Advanced Examination and Evaluation in Pediatrics I with emphasis on administration of selected assessment instruments to pediatric clients.

7365 DIFFERENTIAL DIAGNOSIS IN PHYSICAL THERAPY This course presents advanced information that will enable a physical therapist to function more efficiently as a primary care giver in the biomedical

multiple trauma, generalized weakness, and specific disabilities or disease processes including multiple trauma, amputations, spinal cord injuries, diabetes mellitus, Guillain-Barré Syndrome, post-polio syndrome, multiple sclerosis, Parkinson's disease, cancer, Charcot-Marie Tooth, and amyotrophic lateral sclerosis. The principles of orthotics and prosthetics design and management are also presented. Prerequisite: Admission to PT program. Annually.

7505 MUSCULOSKELETAL PHYSICAL THERAPY I The management of the patient/client with dysfunction in the extremities including examination, evaluation, diagnosis, prognosis, and intervention (including manual therapy). Instruction will also consist of planning and implementing intervention programs including prevention, wellness, exercise, manual therapy, and other orthopedic physical therapy concepts. Prerequisite: Acceptance into PT program. Annually.

7510 CLINICAL ELECTROPHYSIOLOGICAL EXAMINATION AND INTERVENTION Instrumentation, techniques of application, and clinical uses of electricity in physical therapy examination, evaluation, and intervention with selected patients and conditions. Prerequisite: Admission to PT program. Annually.

7515 NEUROMUSCULAR PHYSICAL THERAPY: INFANCY TO ADOLESCENCE Physical therapy management of children with birth or acquired conditions affecting motor control and function. Focus placed on motor development, conditions, patient examination, evaluation, motor diagnosis, prognosis, and interventions. Theoretical foundations are reviewed. Environmental contexts are considered. Prerequisite: Admission to PT program. Annually.

7516 NEUROMUSCULAR PHYSICAL THERAPY: ADULT Study of specific progressive and non-progressive neuromuscular disorders and appropriate examination and treatment strategies based on the patient/client management model. A systems approach to examination and intervention in the adult will be used. Neuromuscular aging will be discussed as related to locomotion and recovery following a neuromuscular insult or injury. Prerequisite: Acceptance in PT program. Annually.

7520 CARDIOPULMONARY PRINCIPLES AND PRACTICE A comprehensive survey of cardiopulmonary practice patterns, including examination (history taking, tests, and measures), evaluation for cardiopulmonary disorders, developing a diagnosis and prognosis, applying rational interventions for cardiopulmonary disorders, and secondary prevention of functional limitations and disability related to cardiopulmonary disorders. Prerequisite: Admission to PT program. Annually.

Graduate Bulletin

Document Number 4.04.07(a)

Psychology and Counseling

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[1] Graduate Courses in Counseling (COUN)

6302 SEMINAR IN SCHOOL TESTING Discussion pertaining to testing, using standardized measuring devices in the areas of intelligence, interests, personality, and special aptitudes. On demand.

6305 SEMINAR IN SCHOOL COUNSELING Designed to provide counselor trainees with the opportunity to explore topics fundamental to guidance services. Prerequisite: Consent of instructor. On demand.

6307 PRACTICUM IN SCHOOL COUNSELING I Supervised experience in counseling. Prerequisite: Consent of instructor. Must make arrangements prior to registration. Fall.

6308 PRACTICUM IN SCHOOL COUNSELING II Supervised experience in counseling. Prerequisite: Consent of instructor. Must make arrangements prior to registration. Spring.

6315 CURRENT PRACTICES IN WORKFORCE EDUCATION Survey of vocational education practices for school counseling personnel. On demand.

6322 ORGANIZATION AND MANAGEMENT OF GUIDANCE PROGRAMS Overview of various facets of guidance, including organization, philosophical, and psychological foundations. On demand.

6334 ANALYSIS OF THE INDIVIDUAL Appraisal of the individual through objective tests, interviews, and other data gathering devices. On demand.

6342 CAREER EDUCATION AND VOCATIONAL DEVELOPMENT Use of experiences for counselors, teachers, school personnel, and state agency personnel which will enable them to counsel more effectively with students regarding vocational endeavors. On demand.

6343 PROBLEMS IN CAREER EDUCATION AND VOCATIONAL DEVELOPMENT Continuation of 6342. Prerequisite: COUN 6342. On demand.

6345 THEORY OF VOCATIONAL DEVELOPMENT Occupational development of the individual, including past and present theories of occupational development, psychological levels of occupational maturity, effects of personality traits, and socio-psychological environmental influences. On demand.

6349 CAREER EDUCATION IN THE MILITARY Career opportunities, options, obligations, and life styles in the military. On demand.

6350 COUNSELING PROCESS AND SKILLS To develop in the counselor-in-training fundamental listening and empathic skills necessary for all counseling formulations and interventions, and to encourage self-exploration and self-growth within the major theoretical approaches. Prerequisite: PSYC 6354.

6360 RESEARCH METHODS IN COUNSELING Fundamentals of research in counseling. Formulate hypotheses, collect data, analyze data, and draw conclusions. Areas covered: basic statistics, ex post facto research, experimental design, and writing research papers.

~~636 PROBLEMS IN COUNSELING I~~ Specific problems in counseling. To be worked out with advisor or instructor prior to enrolling. A minimum of 80 clock hours work in an approved facility. On demand.

6362 PROBLEMS IN COUNSELING II

Graduate Bulletin

Document Number 4.04.07(b)

Psychology and Counseling

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[1] Graduate Courses in Psychology (PSYC)

5320 ABNORMAL PSYCHOLOGY Surveys behavior disorders ranging from the mild to the severe; examines the etiology, treatment, and prognosis of the various maladaptive behavior patterns. Prerequisite: PSYC 1300. Fall, spring.

6310 ADVANCED EDUCATIONAL PSYCHOLOGY Examines the learning process with special emphasis upon learning and motivation in school settings. On demand.

6311 PRINCIPLES OF PSYCHODIAGNOSIS Addresses the integration and formal reporting of clinical data and translation of data into psychological concepts. Prerequisite: Consent of instructor. On demand.

6313 PSYCHOEDUCATIONAL ASSESSMENT I Provides knowledge and skills in the psychoeducational evaluation of children and adolescents including assessment-related standards, ethics, and report writing; emphasizes intellectual assessment Prerequisites: PSYC 4390, 6330, and consent of instructor. Fall, spring

6314 PSYCHOPATHOLOGY Surveys behavior disorders, their origins, characteristics, and treatment. Prerequisite: PSYC 4320 or 5320. Spring.

6315 APPLIED BEHAVIOR ANALYSIS Provides knowledge and skills in functional behavior assessment and intervention. Fall.

6316 PSYCHOPATHOLOGY AND DEVELOPMENTAL DISORDERS IN CHILDHOOD Surveys the etiology, assessment, and treatment of child psychopathology and developmental disorders in children. On demand.

6325 DIAGNOSIS AND TREATMENT OF ADDICTIONS Examines the theoretical, research, and treatment issues in the major addictions. On demand.

6330 ADVANCED PSYCHOLOGICAL STATISTICS Provides an overview of statistics, focusing on how to conduct and interpret various statistical tests. Descriptive and inferential statistics are covered. Prerequisite: PSYC 2330. Spring.

6331 RESEARCH DESIGN Covers the design and analysis of educational and psychological research. Prerequisite: PSYC 6330. Fall.

6332 SCHOOL PSYCHOLOGY PRACTICUM I Engages the student in a wide range of school psychological services under supervision. Fall.

6333 SCHOOL PSYCHOLOGY PRACTICUM II A continuation of School Psychology Practicum I. Prerequisite: PSYC 6332. Spring.

6335 IDENTIFICATION AND REMEDIATION OF LEARNING PROBLEMS Surveys issues and procedures

development of gifted children. Consideration is given to research, problems of identification, and educational programs intended to meet their special needs. Addresses issues concerning the social and emotional needs of the gifted. Prerequisite: CHED 6353 or consent of instructor.

6350 HISTORY OF PSYCHOLOGY Acquaints the student with important historical contributors to the field of psychology. On demand.

6354 THEORIES OF PSYCHOTHERAPY AND COUNSELING Provides an overview of the major theoretical approaches to psychotherapy, including a critical evaluation of each theory. On demand.

6355 MULTICULTURAL ISSUES IN PSYCHOLOGY AND COUNSELING Addresses psychology/counseling implications of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing life styles. Prerequisite: PSYC 6354. Fall.

6356 GROUP PSYCHOTHERAPY AND COUNSELING Covers applications of group psychotherapy and counseling. Prerequisite: PSYC 6354.

6360 ORGANIZATION AND OPERATION OF THE SCHOOLS: IMPLICATIONS FOR SCHOOL PSYCHOLOGISTS Examines the impact of school climate, culture, and organization on the practice of school psychology. Designed for school psychology doctoral students; elective for other graduate students. Prerequisite: Permission of instructor.

6361 PROBLEMS IN PSYCHOLOGY I Requires at least 80 clock hours of independent study/learning experience under the direction of a faculty member. Prerequisite: Consent of advisor. Fall, spring.

6362 PROBLEMS IN PSYCHOLOGY II Requires at least 80 clock hours of independent study/learning experience under the direction of a faculty member. Prerequisite: Consent of advisor. On demand.

6363 ADVANCED SOCIAL PSYCHOLOGY Surveys classic and contemporary research on how we perceive, influence, and relate to others, including the topics of attribution, persuasion, attraction, and prejudice; emphasizes empirically identified processes underlying social cognition and behavior. Prerequisite: Consent of instructor. On demand.

6370 ADVANCED DEVELOPMENTAL PSYCHOLOGY Provides further study into the theoretical and applied aspects of life span development. Fall, spring.

6371 PSYCHOSOCIAL FACTORS IN CHILD DEVELOPMENT Analyzes social, psychological, and economic factors and the impact on the development of young children. On demand.

6372 PSYCHOPHARMACOLOGY Focuses on the affective, behavioral, and cognitive effects of therapeutic and recreational drugs, including consequences of long-term use. Discussions of research methods and nervous system physiology are important components of the course. On demand.

6373 INDIVIDUAL AND ORGANIZATIONAL CONSULTATION Provides knowledge and skills in individual and organizational consultation, with emphasis on school-based applications.

6375 PROFESSIONAL SCHOOL PSYCHOLOGY Covers the history, roles, and functions of school psychologists. On demand.

6376 PSYCHOEDUCATIONAL ASSESSMENT II Provides a continuation of Psychoeducational Assessment I with emphasis on special populations, problems, and procedures. Prerequisite: PSYC 6313. On demand.

6379 PERSONALITY ASSESSMENT Provides theoretical background and practical experience in the administration, scoring, and interpretation of the major objective and projective personality tests.

Prerequisite: PSYC 5320 or PSYC 6314. On demand.

6381 ADVANCED STUDY OF THE PERSONALITY Involves the study of the personality from a research viewpoint with emphasis on contemporary views. Prerequisite: PSYC 4300 and PSYC 5320 or PSYC 6314. On demand.

6393 MARITAL AND FAMILY THERAPY Surveys major issues and theoretical approaches in marital and family therapy. Prerequisite: Permission of instructor.

6398 LEGAL AND ETHICAL ISSUES IN PSYCHOLOGY AND COUNSELING Covers ethical and legal issues in psychology and counseling.

6642 INTERNSHIP IN PSYCHOLOGY Prerequisite: 54 semester hours in school psychology and 57 semester hours in counseling psychology. Successful completion of comprehensive examinations. Fall, spring.

6643 THESIS Prerequisite: Consent of advisor and department chair. On demand.

7141-7341 DOCTORAL RESEARCH SEMINAR IN SCHOOL PSYCHOLOGY Addresses issues related to research in school psychology.

7305 DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY I Provides advanced, supervised field experience in the practice of school psychology. Prerequisite: Consent of instructor.

7306 DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY II Provides continuation of Doctoral Practicum in School Psychology I. Prerequisite: Consent of instructor.

7312 LEARNING AND COGNITION Examines the major principles and theories of learning and cognition.

7315 APPLICATION OF GENERAL LINEAR MODELS TO EXPERIMENTAL DESIGN Covers the analysis of factorial, noise-reducing, and multivariate experimental designs through use of linear models. Prerequisites: PSYC 6330 or equivalent and PSYC 6331.

7320 REGRESSION AND MULTIVARIATE ANALYSIS Covers multiple regression and related multivariate analyses commonly used in the behavioral sciences. Prerequisites: PSYC 6330, PSYC 6331.

7325 PHYSIOLOGICAL PSYCHOLOGY Surveys techniques of investigation in physiological psychology, the structure and function of nerves, muscles, and endocrine glands, and the biological/physiological basis of behavior.

7330 RESEARCH AND GRANT WRITING Covers the fundamentals of obtaining external funding for research and intervention programs, including grant-writing techniques for private and government funding. Prerequisite: Enrollment in school psychology doctoral program and consent of Program Director.

7335 PROGRAM EVALUATION IN SCHOOL, COMMUNITY, AND MENTAL HEALTH SETTINGS Addresses program evaluation in school, community, and mental health settings, including practical applications of methods to plan, implement, and evaluate educational and mental health programs. Prerequisite: Designed for third-year doctoral students in school psychology; graduate courses in statistics and research design.

8305 PSYCHOEDUCATIONAL INTERVENTION I The first course in a two-course examination of psychoeducational interventions. Covers empirically supported settings

8310 PSYCHOEDUCATIONAL INTERVENTION II Continues Psychoeducational Intervention I.
Prerequisite: Designed for third-year doctoral students in school psychology.

8315 CHILD MENTAL HEALTH PROMOTION AND PRIMARY PREVENTION Surveys prevention and health promotion programs pertaining to child mental health.

9310-9910 DISSERTATION IN SCHOOL PSYCHOLOGY Requires students to carry out an original research project with the approval of their advisors and dissertation committee, and to present an oral defense of the research to the dissertation committee at the time of completion. Students must continue to enroll in the dissertation course until all related requirements are successfully completed. Prerequisite: Successful completion of comprehensive examinations and admission to candidacy.

9605 DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY Provides doctoral students with full-time direct supervised experience in the practice of school psychology. Prerequisite: Successful completion of pre-internship requirements including comprehensive examinations.

9606 DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY Continues PSYC 9605. Provides doctoral students with full-time direct supervised experience in the practice of school psychology. Prerequisite: Successful completion of pre-internship requirements including comprehensive examinations.

and intervention. Prerequisite: SPTH 6314 or consent of instructor. Spring, summer.

6240 NEUROGENICS I Advanced neuroanatomy and physiology of the central and peripheral nervous system with emphasis on neural control of respiration, phonation, resonance, and articulation. Etiologies and characteristics of the aphasia, dysarthrias, dementias, and cognitive deficits due to traumatic brain injury will be presented. Prerequisite: Graduate status. Fall.

6241 NEUROGENICS II Assessment and treatment of the dysarthrias, Parkinson's disease, and traumatic brain injury in adults and children. Prerequisite: SPTH 6240 or consent of instructor. Spring

6243 NEUROGENICS III Diagnosis and treatment of apraxia, aphasia, cognitive-communicative disorders including dementias and right hemisphere syndrome. Prerequisite: SPTH 6240 or consent of instructor. Spring

6302 RESEARCH FUNDAMENTALS IN SPEECH PATHOLOGY Overview to provide a baseline of common experience in research and statistics for all master's students in the department. Prerequisite: PSYC 2330 or consent of instructor. Fall, spring.

6306 ADVANCED INDEPENDENT STUDY AND READINGS IN SPEECH PATHOLOGY Individual programs of study, basically investigative in nature, with supervised professional activity in communication disorders. A written paper is required. Prerequisite: SPTH 6302 and consent. Fall, spring, summer.

6310 PHONOLOGICAL DEVELOPMENT AND DISORDERS Advanced study of the analysis of phonological systems, both normally developing and disordered. Treatment approaches for severely disordered phonological systems will also be covered. On demand.

6311 AURAL REHABILITATION Current mainstreaming problems and practices with hearing-impaired children. Clinical and educational management of hard-of-hearing children and adults. Prerequisite: Consent of instructor. Spring, summer.

6113, 6213, 6313 SPECIAL PROBLEMS Problems in Speech Pathology to be determined by the needs of students who enroll. Prerequisite: Graduate status. On demand.

6314 ADULT SWALLOWING AND SWALLOWING DISORDERS Normal and disordered adult swallow processes. There will be an emphasis on dysfunction, etiology, assessment, and intervention. Prerequisite: Graduate status. Spring.

6316 DATA ANALYSIS Coverage of data analysis techniques which have specific applications for health and the applied sciences. An applied, conceptual approach will be used to facilitate the practical use of those techniques using SPSSPC+. Prerequisite: SPTH 6302. Spring.

6317 AUGMENTATIVE/ALTERNATIVE COMMUNICATION Study of the clinical practice of facilitating communication through augmentative and alternative means for individuals with severe expressive (speech/language and written) communication disorders. Prerequisite: Graduate status. Fall, summer.

6330 TRANSDISCIPLINARY and collaborative practices Examines the concept and practice of collaboration and transdisciplinary teaming in providing appropriate services to young children with disabilities. Prerequisite: Graduate Status. Summer.

6336 THESIS This phase of the thesis process includes the completion of the data collection, writing and discussing the results, and defending the thesis. Prerequisite: SPTH 6302, 6316. On demand.

6345 LANGUAGE INTERVENTION: SCHOOL AGE Methodologies involved in the diagnosis and intervention of language impairments in school age children. Fall.

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English

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[1] Graduate Courses in English (ENGL)

5301 THE RENAISSANCE Major non-dramatic writers of Tudor and early Stuart England. On demand.

5304 STUDIES IN BRITISH AND AMERICAN LITERATURE Concentrated study of varied topics on groups of writers, literary movements, or particular sub-genres. May be taken only once without approval of the department chair. On demand.

5305 MEDIEVAL ENGLISH LITERATURE An overview of medieval English literature (exclusive of Chaucer). Anglo-Saxon and some Middle English texts will be taught in translation, but Middle English will be retained whenever possible. On demand.

5311 THE NEOCLASSICAL PERIOD Major writers from the Restoration to the end of the eighteenth century. On demand.

5312 AMERICAN PROVINCIAL LITERATURE American literature from its beginnings to 1830. On demand.

5313 AMERICAN ROMANTICISM AND REALISM The major works in American Romanticism, 1830-1900. On demand.

5320 THE ROMANTIC PERIOD English Romanticism from its eighteenth-century precursors through major Romantic writers of prose and poetry. On demand.

5321 THE VICTORIAN PERIOD Poetry and prose of major English writers of the latter part of the nineteenth century. On demand.

5330 SHAKESPEARE I A critical survey of representative Shakespearean comedies, tragedies, history plays, and the sonnets. On demand.

5331 SHAKESPEARE II Similar to Shakespeare I, using other plays in each of the several genres, and the narrative poems. On demand.

5340 CHAUCER Chaucer's major works viewed against the background of medieval life and thought. On demand.

5341 MILTON Milton's major poems and selected prose viewed against the background of seventeenth-century life and thought. On demand.

5342 THE SEVENTEENTH CENTURY Non-dramatic writings from 1603 to 1660, exclusive of Milton. On demand.

5343 TUDOR-STUART DRAMA Representative plays of the late sixteenth and early seventeenth centuries, exclusive of Shakespeare. On demand.

6370 EXPATRIATES AND NATIVES Study of selected works of American authors from 1914 to 1940. On demand.

6391 THESIS RESEARCH

6392 THESIS RESEARCH

6393 RESEARCH METHODS IN ENGLISH Familiarization with the tools and methods of literary research and criticism at the graduate level and with common types of scholarly writing. Annually.

6394 GRADUATE INDEPENDENT STUDY Aspects of language and literature which an individual graduate student desires to study but which are not intensely covered in any existing course. The student taking this course must arrange for a graduate professor to direct the study and must procure the permission of the department chairperson. May be taken only one time.

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Graduate Bulletin

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Geography

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[1] Graduate Courses in Geography and GIS (GEOG)

All the courses listed here, except for GEOG 5325, are part of the Graduate Certificate program in Geographic Information Systems.

5310 GEOGRAPHIC INFORMATION SYSTEMS A required course for participants in the graduate certificate program in GIS and other interested students. Through lectures, discussions, and lab exercises, students will examine and evaluate the characteristics, capabilities, and limitations of different GIS software packages and explore various GIS techniques.

5315 MAPPING FUNDAMENTALS FOR GEOGRAPHIC INFORMATION SYSTEMS An elective for participants in the graduate certificate program in GIS or other interested students. Through a combination of lectures, discussions, and lab exercises, students are taught cartographic design skills necessary for anyone working with GIS technology. Participants strengthen graphic communication skills from both a theoretical and hands-on perspective using a variety of software products.

5320 TECHNICAL ISSUES IN GEOGRAPHIC INFORMATION SYSTEMS An elective for participants in the graduate certificate program in GIS or other interested students. Through a combination of lectures, discussions, and lab exercises, the technical and conceptual elements of GIS, including GIS algorithms, data structures, and advanced computational topics will be studied.

5325 GLOBAL STUDIES A graduate elective. Through lecture and discussion, this course stresses the commonalities of peoples around the globe--all of whom have the same basic needs and face the same megaproblems. The concepts of culture, values, diversity, perspectives, conflict, interdependence, and change are central to the course and are used to analyze various global issues. Prerequisite: Some college/university-level geography courses or consent of instructor. Summer.

5328 SPATIAL ANALYSIS AND MODELING An elective for participants in the graduate certificate program in GIS and other interested students. Through lectures, discussions, and lab exercises, students examine the fundamental statistical methods and procedures relevant to geographic data.

5333 VECTOR-BASED GIS TECHNIQUES WITH ARCIINFO An elective for participants in the graduate certificate program in GIS and other interested students. Through lectures, discussions, and lab exercises, students study vector data models and data structures, the internal organization of ArcInfo GIS software, inputting, editing, and manipulating and managing attribute data, and linking spatial and attribute files.

5340 FUNDAMENTALS OF DATABASE DESIGN AND DEVELOPMENT An elective for participants in the graduate certificate program in GIS and other interested students. Through lectures, discussions, and lab exercises, students will learn the principles of database design; design elements; graphic, topological, and tabular data structures; record and file formats; file organization and indexing; and hierarchical DBMSs.

5345 DIGITAL IMAGE PROCESSING FOR GIS An elective for participants in the graduate certificate program in GIS and other interested students. Through lectures, discussions, and lab exercises, students learn how to process satellite images and aerial photographs for subsequent classification and GIS analysis.

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History

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[1] Graduate Courses in History (HIST)

5301 STUDIES IN ENVIRONMENTAL HISTORY Examines the changing relationship between humans and their environment. Topics include European, American, and/or World history including territorial expansion, religion, race, and gender as they relate to the environment. On demand.

5305 LATIN AMERICA THROUGH HISTORY, FILM, AND LITERATURE This course uses film, literature, and historical readings to study major themes in the development of Latin American society. On demand.

5308 AMERICAN WOMEN'S HISTORY Examines the history of American women from the colonial period to the present. Emphasis on class, race, and ethnic differences. On demand.

5309 WOMEN IN EUROPEAN HISTORY This survey uses a variety of primary and secondary sources to study the role of women and gender in European history. On demand.

5311 AMERICAN COLONIAL AND REVOLUTIONARY HISTORY The age of exploration, colonization, and developments leading to the American Revolution, 1492-1783. Emphasis on the contribution of the era to American political, social, and intellectual tradition. On demand.

5318 ARCHAEOLOGY AND HISTORY OF SOUTHWEST NATIVE AMERICAN CIVILIZATIONS This course is intended to provide an overview of the Native American civilizations of the American Southwest to about 1800. Various methodologies for studying the period and area will be employed, including archaeology, ethnography, and historical linguistics. The focus of the course will be on the Anasazi, Hohokam, Mississippian, Mogollon, Salado, and Sinagua civilizations.

5322 EARLY NATIONAL HISTORY, 1783-1850 From the winning of independence to the Compromise of 1850. Topics examined include the constitutional convention, the growth of political parties, territorial expansion, and sectional tensions. On demand.

5325 AMERICAN LIFE AND THOUGHT TO 1865 Political and social thought and cultural trends from the Puritan era to the Civil War period. On demand.

5326 AMERICAN LIFE AND THOUGHT SINCE 1865 Political and social thought and cultural trends since 1865. On demand.

5327 THE AMERICAN WEST Influence of the frontier and of western expansion on the history of the United States. On demand.

5328 MODERN LATIN AMERICA An examination of critical issues that challenge the countries of contemporary Latin America, from race and the environment to debt, development, and democracy. On demand.

5330 CIVIL WAR AND RECONSTRUCTION, 1850-1877 Examination of the sectional stress that split the Union in 1861 and led to the formation of the southern Confederacy, its defeat, and the reunification of the nation. Fall.

5332 A HISTORY OF THE CRUSADES The history of European interactions with Asia, northern Africa, and eastern Europe, 1000-1300, centering on crusading. On demand.

5335 DIPLOMATIC HISTORY OF THE UNITED STATES Survey of the diplomatic history of the Revolutionary period, the early national era, the Civil War, America's rise to world power, two world wars, and the Cold War. On demand.

5340 THE EMERGENCE OF MODERN AMERICA, 1877-1920 Topics examined include the conquest of the last western frontier, the rise of big business, progressivism, and the United States as a world power. On demand.

5345 THE SOUTH TO 1865 Survey of the old South, with an emphasis on southern nationalism, slavery, politics, and social and intellectual developments. On demand.

5346 THE SOUTH SINCE 1865 The path of the South back into the Union, the problems faced by the region, and their legacy to the present. On demand.

5347 CULTURAL AND INTELLECTUAL HISTORY OF MODERN EUROPE A study of the inter-relationships among the arts, science, religion, and social change in Europe since 1648. On demand.

5350 AMERICA IN DEPRESSION AND WAR, 1920-1960 Examination of political, social, economic, and intellectual developments. Topics include the Twenties, the Depression, America in World War II, and the Cold War. On demand.

5353 INTER-AMERICAN RELATIONS A historical review of political, economic, and cultural relationships between the United States and Latin America, with special attention to the period from 1898 to the present. On demand.

5355 THE ROLE OF ARKANSAS IN THE NATION United States history as reflected in the history of Arkansas. Emphasis on the ways Arkansas reflects or departs from national trends. Fall, spring, summer.

5358 RECENT AMERICAN HISTORY The political, social, cultural, diplomatic, and economic history of the United States from 1960 to the present. On demand.

5360 BIRTH OF EUROPE, 300-1000 European political, social, economic, religious, and intellectual development from the establishment of Christianity as an officially sanctioned religion to the dawn of the feudal age. On demand.

5361 MEDIEVAL CIVILIZATION, 1000-1400 European political, social, economic, religious, and intellectual development during the High Middle Ages. On demand.

5362 TUDOR AND STUART ENGLAND 1450-1688 A survey of the political, religious, social, and economic history of England and the British Isles during the sixteenth and seventeenth centuries.

5370 EUROPE, 1815-1914 Europe's political and cultural development from the Vienna Congress to the eve of World War I. On demand.

5374 THE EUROPEAN RENAISSANCE AND REFORMATION The early modern age in Europe. On demand.

5376 EUROPE, 1914-1939 Background and history of World War I; peacemaking and international organization; the rise of Fascism, National Socialism, and Japanese imperialism; and collapse of the peace. On demand.

5377 THE CONTEMPORARY WORLD World War II, the Cold War, and other major chapters in modern civilization. On demand.

5378 ABSOLUTISM, ENLIGHTENMENT, AND REVOLUTION European history in the seventeenth and eighteenth centuries, concluding with the French Revolution. On demand.

5379 SPAIN: CRUSADE, COLUMBUS, AND EMPIRE Major factors in the rise and decline of Iberia during the early modern era, plus an examination of early exploration and colonialism. On demand.

5380 CZARIST RUSSIA Russian history from its beginning to 1917. Fall.

5381 MODERN CHINA Chinese history in the nineteenth and twentieth centuries. On demand.

5382 RUSSIA SINCE 1917 Russian history from the revolutions of 1917 to the present. Spring.

5383 MODERN JAPAN Since 1800, including such topics as the overthrow of feudalism, the Meiji Restoration, the struggle for representative government, imperialism, ultranationalism, militarism, and the economic miracle. On demand.

5385 FRENCH REVOLUTION AND NAPOLEON The causes of the revolution and its impact on France and Europe with emphasis on social, political, and economic changes through revolution and the reforms of Napoleon. On demand.

5386 THE WAR IN THE PACIFIC, 1931-1945 Critical evaluation of Japanese-American relations covering such topics as Asian nationalism, Western imperialism, and Japanese expansion. (This course may be counted as either United States or World History.) On demand.

5387 THE ISLAMIC MIDDLE EAST Islamic civilization and recent history of the Middle East. Emphasis on the development of Islam as a major religion and total lifestyle, and Islamic revisionism; Arab nationalismBi4IMLsLc (53

6325 TWENTIETH-CENTURY AMERICA The complexities and strains in American society associated with the rise to political, economic, and military power in the global community. On demand.

6340 THE CONTEMPORARY WORLD An intensive examination of post-war Europe. On demand.

6341 STUDIES IN MEDIEVAL HISTORY, 450-1450 The complexities of a developing European society as it goes through the processes of economic development, urbanization, social and political stress, and intellectual formation. On demand.

6342 STUDIES IN EARLY MODERN EUROPE, 1450-1789 Europe from the Renaissance to the fall of the Ancient Regime with attention paid to political, social, and intellectual themes. On demand.

6345 STUDIES IN MODERN EUROPE Development of modern Europe with an emphasis on the world wars, failure of peace conferences, and the rise of the dictators. On demand.

6350 SELECTED GRADUATE STUDIES IN AFRICAN AND ISLAMIC HISTORY This course is intended for graduate students who wish to pursue more advanced and specialized studies in African and/or Islamic History. The course will be conducted as a research seminar. Hence, students will be expected to select a topic mutually agreed upon by themselves and the professor and to work independently, under the professor's tutelage, in researching and writing a final paper of publishable quality.

6397 INDEPENDENT STUDY IN AMERICAN HISTORY On demand.

6399 STUDIES IN ASIAN HISTORY On demand.

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Spanish

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[1] Graduate Courses in Spanish (SPAN)

5300 INDEPENDENT STUDY IN SPANISH On demand.

5315 MASTERPIECES OF PENINSULAR LITERATURE AND CULTURE This course explores several full-length masterpieces of Peninsular literature and culture that have come not only to define the field of Peninsular studies, but also to be associated with Spain in the greater arena of cultural consciousness. By studying these texts in depth and in the original language, as well as in the context of other "masterpieces" from all genres and major periods, students will be challenged to explore how these works define (or defy) the canon and/or cultural identity which Spain has sought to establish for itself. Discussion/lecture. On demand.

5340 HISTORY OF THE SPANISH LANGUAGE This course offers a study of the development of the modern Spanish language from its Latin, Romance, and Medieval dialects to its current form. It considers such topics as the fundamentals of linguistics, phonetic change, the development of the verbal system, the dissolution of the case system, regional variations, and non-latin influences (such as Arabic and Greek) on Spanish. Attention will also be paid to some of the historical factors that influenced the development of Spanish such as the Reconquest and the formation of an empire under the Catholic monarchs. Includes analysis and discussion of selected texts that are representative of the language's development. Fall.

5345 MASTERPIECES OF SPANISH-AMERICAN LITERATURE This course offers a study of literary works and masterpieces of some of the most influential writers in Spanish America. Attention will be paid to historical factors that have shaped the development of literature in this region of the world such as the Conquest, the Colonies, the War of Independence, the Age of Violence, and revolutions. It will include analysis and discussion of selected texts. The course presents a selection of works that have been recognized by specialists, scholars, and critics as outstanding in Spanish American Literature. Discussion/lecture.

5350 INTRODUCTION TO SPANISH LINGUISTICS This course is an introduction to the Spanish language system. After a basic examination of linguistic concepts this course will extensively explore Spanish phonetics, phonology, morphology and syntax. In addition to an overview of the history of the Spanish language, it may consider the implications of sociolinguistics, semantics, and linguistic variation. On demand

5395 ADVANCED SPANISH LITERATURE: THEME COURSE Special studies in various genres, literary movements, or authors. May be repeated for credit under different topics. Prerequisite: one upper-division literature course or permission of department. On demand.

5396 HISPANIC STUDIES: THEME COURSE Special studies relating modern analytical essays and writing to sociological, political, cultural, and philosophical aspects and/or trends in the Spanish-speaking world. May be repeated for credit under different topics. Prerequisite: one upper-division civilization course or permission of department. On demand.

6301 APPLIED SPANISH LINGUISTICS Phonological, morphological, and syntactical problems

encountered by the teacher of Spanish. On demand.

6302 ADVANCED SPOKEN AND WRITTEN SPANISH Intensive practice in speaking and writing Spanish. On demand.

6330 HISPANIC AUTHOR SEMINAR This course offers a thorough study of selected works of a single major author in Spain or Spanish America. Attention will be given to the evolution in their writing, the employment of different literary genre, and the cultural and historical contexts which inform their creative acts and reception. Discussion/lecture. On demand.

6335 SEMINAR ON LITERARY GENRE This course offers a thorough study of a single literary genre, such as novel, short story, poetry, drama, or essay, in Spain or Spanish America. In this course, students will examine the degree to which a genre is governed by its own poetics, responds to shared sociocultural preoccupations, and changes over time and space. Discussion/lecture. On demand.

6340 SEMINAR ON GABRIEL GARCIA MARQUEZ This course offers an in-depth study of the literary works of the Colombian author Gabriel Garcia Marquez. Awarded the Nobel Prize for Literature in 1984, Garcia Marquez is presently Latin America's most widely known and admired novelist. His fiction imparts not only the stark reality of an emerging continent, but also, through the humanistic and universalizing elements of myth, imagination, and aesthetic perception, an original and peculiar vision of the human condition. Discussion/lecture. On demand.

6380 THESIS RESEARCH The MA thesis in Spanish will require candidates to explore in-depth a topic of their choosing and approved by a faculty member.

6395 STUDIES IN SPANISH LITERATURE: THEME COURSE Special topics on various genres, literary movements, or authors. May be repeated for credit under different topics. On demand.

6396 HISPANIC STUDIES: THEME COURSE Special studies relating modern analytical essays and writings to sociological, political, cultural, and philosophical aspects of the Spanish-speaking world. May be repeated for credit under different topics. On demand.

6398/6698 TRAVEL SEMINAR ABROAD Intensive study in Mexico, Spain, or another approved Spanish-speaking country. Classes in Spanish grammar, conversation, history, literature, culture, and contemporary topics. Summer only.

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French

Selected graduate courses are offered, but are not applicable to a degree program at UCA.

[1] Graduate Courses in French

5350 ADVANCED CONVERSATION AND PHONETICS Development of advanced oral proficiency including a study of French pronunciation habits. Prerequisite: One 4000-level course in French or permission of the department. On demand.

5395 ADVANCED FRENCH LITERATURE: THEME COURSE Special studies in various genres, literary movements, or authors. May be repeated for credit under different topics. Prerequisite: One 4000-level course in French or permission of the department. On demand.

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Philosophy and Religion

The Department of Philosophy and Religion offers courses at the graduate level only to serve the needs of other programs. The primary goal is to provide the graduate student with a deeper understanding of the philosophical, ethical, and logical foundations and implications of their own field of study. UCA does not offer graduate degrees in Philosophy and Religion.

[1] Graduate Courses in Philosophy and Religion (PHIL)

5300 READINGS IN PHILOSOPHY Independent study designed to deal in depth with specific issues and individuals in philosophy. Consent of graduate advisor and the department of philosophy and religion. On demand.

5350 HEALTH CARE ETHICS An elective course designed primarily for students of the health sciences, typically with an emphasis on physical therapy. A study of issues and principles of health care ethics. Topics covered include ethical reasoning, principles and areas of bioethics, and individual case studies of problems arising in the practice of various health care fields. Spring and summer.

Graduate Bulletin

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Political Science

UCA does not offer a graduate degree in Political Science.

[1] Graduate Courses in Political Science (PSCI)

5300 CONSTITUTIONAL LAW The Constitution of the United States, focusing on the work of the United States Supreme Court and the effects of its decisions upon the political system of the United States. Prerequisite: PSCI 1330. Fall.

5301 CIVIL LIBERTIES The historical background, judicial decisions, and contemporary social criticisms regarding civil liberties. Focus on the Bill of Rights. Prerequisite: PSCI 1330. Spring.

5331 AMERICAN POLITICAL THEORY Major theoretical ideas and issues of American political thought from the Colonial period to the present. Prerequisite: PSCI 1330. Spring.

5334 THE AMERICAN PRESIDENCY The US Presidency, nomination, election, responsibilities and powers, problems, and principles of contemporary executive-legislative relationships. Prerequisite: PSCI 1330. Fall.

5335 THE AMERICAN CONGRESS The United States Congress examined for how people are nominated and run for offices, how the legislative branch is organized, and how the legislative process works. Prerequisite: PSCI 1330. Fall.

5336 CITY GOVERNMENTS AND POLITICS Large and small city governments in the United States and Arkansas. Government institutions that make local policies are examined, as are the following problem areas: taxing, spending, revenue-sharing, education, police, crime, and welfare. Prerequisite: PSCI 1330. Spring, odd years.

5340 SEMINAR: SELECTED TOPICS Study in depth of a significant issue or field of study in political science. Content will vary on demand. Prerequisite: Junior, senior, or approved graduate standing with the prerequisites varying according to the topic and degree of specialization required. On demand.

5375 INTERGOVERNMENTAL RELATIONS A study of the relationships among federal, state, and local governments in the United States. Lecture and discussion. Prerequisite: PSCI 1330.

5388 AMERICAN FOREIGN POLICY A study of the foreign policy of the United States with emphasis on policies in the present century, current trends, and the foreign policy decision-making process. Lecture and discussion. Prerequisite: PSCI 1330 and 2300.

5199-5399 STUDIES IN POLITICAL SCIENCE Independent studies course in political science designed to meet the individual needs of a student. Credit from one to four hours may be earned in one semester. The work is chosen by the student and the tutor with the approval of the department chair. Prerequisite: Consent of instructor and department chair. On demand.

Graduate Bulletin

Document Number 4.05.08

Sociology

UCA does not offer a graduate degree in Sociology.

[1] Graduate Courses in Sociology (SOC)

5335 HEALTH ORGANIZATIONS An elective for graduate students. This course examines the development and current state of health care organizations and health care policies in the United States and other countries, focusing on detailed discussions of public and private insurance programs and policies. Lecture and discussion. Consent of instructor. Fall.

5341 POPULATION An elective for graduate students. This course analyzes population data, trends, and theories from a sociological perspective, using sociological theories. Analysis includes the study of factors influencing fertility, mortality, and migration and the social consequences of these and other demographic variables. Lecture and discussion. Consent of instructor. Summer, on demand.

5342 STRATIFICATION An elective for graduate students. This course focuses on theoretical explanations of stratification that result in the unequal distribution of wealth and income in society. Recent historical and contemporary research describing the nature of inequality by social classes as it relates to race, ethnicity, and gender are explored. Lecture and discussion. Consent of instructor. Fall.

5343 HEALTH STRATEGIES FOR MULTICULTURAL POPULATIONS An elective for graduate students. This course acquaints students with the health culture of various ethnic groups, examines the integration of health programs into their environment, and promotes the application of research skills in selected populations. Lecture and discussion. Consent of instructor. Spring.

5351 FAMILY DIVERSITY An elective for graduate students. An exploration of issues concerning family change in our culture. Emphasis will be placed on family forms other than the "traditional" family. Theoretical causes of structural changes and the consequences these changes bring to society as a whole will also be discussed. Lecture and discussion. Consent of instructor. Summer, on demand.

5360 SEMINAR An elective for graduate students. This course assists the student in the completion of a unique research project that was proposed in SOC 3320. Additional emphasis will be placed on research evaluation, resume construction, and career and educational opportunities for sociology graduates. Lecture and discussion. Consent of instructor. Fall, spring.

Graduate Bulletin

Document Number 4.05.09

World Languages

[1] Graduate Courses in World Languages (WLAN)

5315 METHODS OF TEACHING SECOND LANGUAGES Modern methods of instruction in foreign language, English as a second language, and culture. Materials, planning, and classroom techniques are emphasized. May not be presented as part of the foreign language major or minor requirements. This course is part of the ESL endorsement and foreign language teaching licensure program at UCA. Course goals will be accomplished through the use of lecture, discussion, written assignments, and field experiences. Prerequisites: For students pursuing ESL endorsement: consent of chair. For students pursuing

Graduate Bulletin

Document Number 4.06.01(a)

Biology

Return to [Biology](#)

[1] Graduate Courses in Biology (BIOL)

5100 FIELD STUDIES IN BIOLOGY This course is designed to broaden the student's field experience beyond that obtained in regular campus courses through concentrated firsthand observations of organisms and their environments. Prerequisite: Consent of instructor. On demand.

5171, 5271, 5371, 5471 INDEPENDENT STUDY Individual work under supervision, designed to supplement regularly organized courses in biology, and independent thesis research. On demand.

5210 SEMINAR IN BIOLOGY Ideas, concepts, philosophies, and trends in biological science. Prerequisite: Consent of instructor. On demand.

5250 SCANNING ELECTRON MICROSCOPY AND MICROANALYSIS Theory and practice of scanning electron microscopy and microanalysis with training in sample preparation, examination and analysis, and imaging. Students will complete independent research projects. Prerequisites: PHYS 1420 or 1422. Spring.

5311 PATHOPHYSIOLOGY Discussion of disruptions in normal physiology, including the alterations, derangements, and mechanisms involved in these disruptions and how they manifest themselves as signs, symptoms, and laboratory findings. Prerequisite: BIOL 2405, 2407, 4460, or consent of instructor. Fall, summer.

5320 NEURODEVELOPMENT AND PATHOLOGY This course examines current issues in neuropathology with emphasis on disorders and development of the mammalian central nervous system. Lecture only. Prerequisite: BIOL 2490. On demand.

5351 GENERAL PHARMACOLOGY How the body handles drugs and the effects of the various classes of drugs on body systems, including sites and mechanisms of action, therapeutic effects, side effects, and interactions. Prerequisite: BIOL 2490.3.20/TT4 1 TfrayARMACOLOfuncctron micfuncctrocts RMAon,ocxiRe glaNAR 5351 GENb of ARMA

6102 GRADUATE SEMINAR Skills and understanding pertaining to independent work at the graduate level. An emphasis is placed on written and oral communication in the sciences. Fall, spring.

6171, 6271, 6371, 6471 INDEPENDENT STUDY Individual work under supervision, designed to supplement regularly organized courses in biology, and independent thesis research. On demand.

6290 BIOLOGICAL LITERATURE Use of abstracts, journals, and reference books in biology to prepare a comprehensive literature review and seminar. Prerequisite: Consent of advisory committee. On demand.

6330 HISTORY OF BIOLOGY A cultural history of biological science from the pre-Socratic Greeks to the present time. Alternate fall semesters.

6430 PROTEIN AND ENZYME BIOLOGY In-depth study of proteins and enzymes, including protein engineering. Emphasis is placed on the laboratory experience. On demand.

6440 ADVANCED DEVELOPMENTAL BIOLOGY Advanced studies of animal and plant development at the molecular, cellular, and tissue levels. On demand.

6442 AQUATIC ECOLOGY A study of the physical, chemical, and biological characteristics of bodies of water and the interrelationships of these characteristics. On demand.

6443 ADVANCED ECOLOGY Contemporary ideas and practices in several subdisciplines within ecology. Prerequisite: BIOL 3403. On demand.

6450 SYSTEMATICS AND CLASSIFICATION An in-depth study of the methods and underlying philosophies of classifying organisms, emphasizing phylogenetic approaches. Application to the study of evolution, ecology, genetics, biogeography, behavior, and conservation. Alternate fall semesters.

6455 REGULATORY PHYSIOLOGY Some environmental influences on animals and plants and their responses to these influences. Prerequisite: BIOL 4450 or 4460. On demand.

6480 ADVANCED GENETICS A course designed to follow one in elementary genetics. Special emphasis is placed upon molecular aspects of the subject. Prerequisite: A course in elementary genetics. On demand.

6382 RECENT ADVANCES IN MOLECULAR BIOLOGY Literature-based course focused on molecular and cellular biology. Alternate fall semesters.

Graduate Bulletin

Document Number 4.06.02

Computer Science

Return to [Applied Computing](#)

[1] Graduate Courses in Computer Science (CSCI)

5191 SEMINAR IN APPLIED COMPUTING Investigation of current development in applied computing by attending and giving presentations supervised by a graduate faculty member. May be repeated for credit with instructor's permission. Prerequisite: Consent of instructor.

5300 OPERATING SYSTEMS Introduction to operating systems, historical development, serial batch systems, multiprogramming systems, time-sharing systems, real-time systems, control programs, job control language, job management, task management, data management, interrupt handling, and concepts of telecommunication. Prerequisite: CSCI 2440, 3350 or equivalent.

5310 INTRODUCTION TO SCIENTIFIC COMPUTING Topics in modeling scientific computing problem, algorithm development, numerical methods, software tools, and implementation. Prerequisite: Consent of instructor.

5320 COMPILER CONSTRUCTION Mathematical foundations of compilers, grammars, trees, parsing fundamentals, finite-state automata, top-down parsing, bottom-up parsing, syntax-directed translation, symbols tables, run-time machine models, object code generation, and optimization techniques. Prerequisite: CSCI 3370 or equivalent.

5325 CONCURRENT PROGRAMMING A study of the algorithms, data structures, and programming techniques of concurrent computation. Topics covered include principles of parallel hardware, principles of concurrent system design, communication topologies, the development, measurement, and tuning of concurrent programs, design of concurrent algorithms, performance metrics for concurrent systems, and special problems with distributed concurrent systems. Prerequisite: CSCI 4300 or equivalent.

5353 MULTIMEDIA COMPUTING This course covers the concepts, principles, and state-of-the-art technologies related to multimedia computing, including graphics, audio, image, video, animation, text, etc. Topics will include multimedia information capture, digitization, compression, network communication, and practical applications. Prerequisite: Consent of instructor.

6300 DISTRIBUTED OPERATING SYSTEMS I Topics include process synchronization, language mechanism for concurrency, deadlock, virtual memory, distributed systems concepts and architecture, layered systems, distributed process management, and associated algorithms. Prerequisite: CSCI 5300 or equivalent.

6305 DISTRIBUTED OPERATING SYSTEMS II Continuation of topics in CSCI 6300 covering distributed processes (synchronization, communication, and scheduling), distributed resources (files and memory), distributed computer security, and associated distributed algorithms. Prerequisite: CSCI 6300 or equivalent.

6330 TOPICS IN ALGORITHMS Topics include analysis of sequential and parallel algorithmic strategies, algorithms in compression, cryptology, geometric, approximation, NP-Completeness. Prerequisites: CSCI 3330 or equivalent.

6335 TOPICS IN NETWORKING Topics in advanced network architectures, packet switching and routing

Graduate Bulletin

Document Number 4.06.03

Mathematics Education

Return to [Mathematics Education](#)

[1] Graduate Courses in Mathematics (MATH)

5300 PROFESSIONALIZED SUBJECT MATTER This course serves as an elective for the M.A. in mathematics education. The topics include algebra, geometry, and other mathematical topics from an advanced viewpoint. The subject matter is selected to strengthen the teaching skill and knowledge of secondary and beginning collegiate teachers. Prerequisite: MATH 1592 (Calculus II). Fall.

5305 APPLIED MATHEMATICS I This course serves as an elective for the M.A. in mathematics education. The topics include ordinary and partial differential equations, Fourier series, and numerical analysis with modeling applications in physics, biology, and other sciences. Lectures, computer labs, and projects are central to the course. Prerequisite: Mathematics Software (MATH 1191), Linear Algebra (MATH 3320), and

that introduces methods of numerical analysis with modern high speed computers. Topics include methods of solving nonlinear equations, linear and nonlinear systems, polynomial approximation, curve fitting,

Consent of instructor. Fall.

6307 ADVANCED TOPICS FOR MATHEMATICS EDUCATORS This course is required in the M.A. program in mathematics education and includes advanced topics from functions, graphs, probability, statistics, and geometry which are relevant to mathematics in secondary schools and beginning collegiate programs. Other topics include technology, research, and curriculum leadership. Prerequisite: Consent of instructor. Spring.

6310 ALGEBRAIC STRUCTURES This course is required in the M.A. program in mathematics education and focuses on basic algebraic structures and their role in analyzing selected classical mathematical problems. The goal is to develop and apply the concepts of the algebraic theory of fields to prove the impossibility of classical constructions. Prerequisite: Consent of instructor. Summer.

6315 INTRODUCTION TO NUMBER THEORY This course serves as an elective for the M.A. in mathematics education and provides an introduction to number theory for secondary and beginning collegiate teachers of mathematics. Topics include divisibility, prime number theory, numerical functions, the algebra of congruence classes, higher degree congruence classes, number theory on the reals, Diophantine equations, and applications. Prerequisite: Consent of instructor. Fall or Spring as needed.

6320 SYMMETRY ANALYSIS OF DIFFERENTIAL EQUATIONS Symmetry analysis is introduced as a method for the reduction and simplification of differential equations. Topics Include: symmetry analysis of first order ordinary differential equations, second and higher order ordinary differential equations and systems of ordinary differential equations, nonlinear first order partial differential equations, linear and nonlinear second order partial differential equations and systems of partial differential equations. A computer algebra system such as Maple will be used as a tool in the construction of symmetries. Primary methods of delivery are lecture and demonstration. Prerequisite: Math 4315. Spring.

6340 HISTORICAL PERSPECTIVES OF MATHEMATICS This course serves as an elective for the M.A. in mathematics education and provides a survey of the history and development of mathematical thought from ancient to modern times including philosophical, sociological, and biographical perspectives. Prerequisite: Consent of instructor. Fall or Spring as needed.

6342 MATHEMATICAL MODELING This course serves as an elective for the M.A. in mathematics education and involves the mathematical concepts and techniques to model real-life problems from the physical, biological, social, and behavioral sciences. Graphics calculator and computer will be used. Prerequisite: Consent of instructor. Spring or Fall as needed.

6350 MODERN GEOMETRY This course is required in the M.A. program in mathematics education. This course involves Euclidean and non-Euclidean geometry including the utilization of technology and discussions of problems encountered in teaching geometry. Prerequisite: Consent of instructor. Summer.

6370 DIFFERENTIAL CALCULUS This course is required in the M.A. program in mathematics education. This course features key topics in elementary differential calculus in both historical and mathematical perspectives with emphasis on a teaching knowledge of these topics. Prerequisite: Consent of instructor. Summer.

6375 INTEGRAL CALCULUS This course is required in the M.A. program in mathematics education. This course features key topics in elementary integral calculus in both historical and mathematical perspectives with emphasis on a teaching knowledge of these topics. Prerequisite: Consent of instructor. Summer.

6380 SEMINAR This course serves as an elective for the M.A. in mathematics education and provides study in an area related to secondary and collegiate mathematics with special emphasis on new curricula, technology, and research in a mathematical topic. May be repeated when the topic theme is changed. Prerequisite: Consent of instructor. Fall.

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Document Number 4.06.04

Chemistry

UCA does not offer a graduate degree in chemistry. Graduate courses in chemistry are designed to aid secondary school science teachers in their pursuit of an understanding of the logical development of the sciences and scientific inquiry method, to provide them with a comprehensive background to modern theories in chemistry, and to develop pedagogy unique to instruction in the physical sciences.

[1] Graduate Courses in Chemistry (CHEM)

5100-5300 SPECIAL PROBLEMS IN CHEMISTRY Fall, spring.

5103 BIOCHEMISTRY LABORATORY A laboratory course in modern biochemical techniques investigating proteins, nucleic acids, carbohydrates, and lipids. Prerequisite: CHEM 3411; pre/corequisite: CHEM 4320. Fall.

5290 CHEMICAL LITERATURE Use of abstracts, journals, and reference books in chemistry. Practice in presentation of seminars. Prerequisite: CHEM 3411. Fall.

5325 BIOCHEMISTRY An introduction to the structural characteristics of major classes of biologically important molecules and the chemical reactions they undergo in living systems. Prerequisites: CHEM 1451, PHYS 1420, and MATH 2561. Spring.

5350 LABORATORY MANAGEMENT Discussion of practical issues involved in the supervision of instructional laboratories. Topics covered include design of facilities, laboratory protocol, safety, and disposal of chemicals. As needed.

5351 ENVIRONMENTAL CHEMISTRY Survey of important environmental issues with sound scientific principles as a basis. Energy, the atmosphere, the hydrosphere, and the biosphere will be covered. Three lectures per week. Prerequisites: CHEM 3411 and 3520. Spring.

5380 ADVANCED INORGANIC CHEMISTRY Theories and concepts of modern inorganic chemistry. Prerequisite: CHEM 4450. Fall.

5390 SPECIAL PROBLEMS FOR HIGH SCHOOL CHEMISTRY TEACHERS A course for high school teachers of chemistry; includes demonstrations by the instructor(s) and participants, laboratory safety, high school textbook evaluation, and selected lectures on household and industrial chemistry applications. Prerequisite: CHEM 1451, commitment to high school teaching. As needed.

5450 PHYSICAL CHEMISTRY I Modern theoretical chemistry with laboratory applications; quantum mechanics and spectroscopy. Three lectures and three hours of laboratory per week. Prerequisites: CHEM 1451, PHYS 1420, and MATH 2561. Spring.

5451 ADVANCED ANALYTICAL CHEMISTRY Modern methods of analysis, stressing instrumentation. Two lectures and six hours of laboratory per week. Prerequisite: CHEM 3520. Spring.

5460 PHYSICAL CHEMISTRY II Continuation of CHEM 5450. Thermodynamics, kinetics, and electrochemistry. Three lectures and three hours of laboratory per week. Prerequisite: CHEM 5450. Fall.

6300 LABORATORY DEMONSTRATIONS IN CHEMISTRY Practical chemistry demonstrations for the

science teacher. Includes lectures, laboratory, and library work. Prerequisite: CHEM 1451. As needed.

6320 HISTORY OF CHEMISTRY Designed to give the student of chemistry a better understanding and appreciation of the subject, beginning with the earliest concept of an element in the early Greek period. Prerequisite: CHEM 1451. As needed.

6340 MODERN CHEMISTRY Theories and practices of modern chemistry. Prerequisite: CHEM 1451. As needed.

Graduate Bulletin

Document Number 4.06.05

Physics and Astronomy

UCA does not offer a graduate degree in either physics or astronomy. Graduate courses in physics are designed to aid science teachers in their pursuit of an understanding of the logical development of the sciences and the scientific method, to provide them with a comprehensive background to modern theories in physics, and to develop pedagogy unique to instruction in the physical sciences. All courses are offered on demand. Please contact the Department of Physics and Astronomy for more information.

[1] Graduate Courses in Physics (PHYS)

5103-5303 SPECIAL PROBLEMS IN PHYSICS May consist of problem solving, library research, and/or laboratory work. Students may register for one to three hours each semester. May be repeated with change of content. Fall, spring, summer.

5104-5304 SPECIAL PROBLEMS IN ASTRONOMY May consist of problem solving, library research, and/or laboratory work. Students may register for one to three hours each semester. May be repeated with change of content. Fall, spring, summer.

5301 CONCEPTS OF PHYSICAL SCIENCE 1 A laboratory course designed for the elementary, junior high, and high school teacher. Prerequisite: Consent of instructor.

5302 CONCEPTS OF PHYSICAL SCIENCE 2 Continuation of PHYS 5301. Prerequisite: Consent of instructor.

5360 PHYSICS FOR SECONDARY TEACHERS Introduction to secondary-level physics teaching materials and laboratory techniques. Prerequisite: Consent of instructor.

6310 DEMONSTRATION EXPERIMENTS IN PHYSICS The development of demonstration experiments for use at the high school level. Prerequisite: Consent of instructor.

6320 EXPERIMENTS IN MODERN PHYSICS Selected modern physics experiments to illustrate experimental techniques used in modern physics are performed by the student. Theory and analysis of the experiments are emphasized. Prerequisite: Consent of instructor.

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Science Education

Return to [Biology](#)

[1] Graduate Courses in Science Education (SCI)

5422 SECONDARY SCIENCE TEACHING METHODS AND MATERIALS This course reviews instructional methods, curricula, and materials for secondary science classrooms, laboratories, and field trips. Teacher-devised evaluation instruments are reviewed and constructed. Field experience required. Prerequisites: Admission to teacher education, consent of instructor, and approval of the student's advisory committee and the Graduate Committee. Fall.

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Document Number 4.07.00

GSMLA

Return to [Graduate School of Management, Leadership, and Administration](#)

[1] Graduate Courses in Management, Leadership, and Administration (GSML)

Additional courses are listed with each program offered in the GSMLA.

6116-6316 RESEARCH PROJECTS (1-3 credits) Students will use research methods skills acquired in GSML 6315 by conducting individual research projects. Students will draw on their skills to write a review of literature, sample a target population, construct a research measure, administer the measure, construct the necessary database, and input and analyze data. Prerequisite: GSML 6315

6301 PROJECT MANAGEMENT This course will be taught from a non-profit managerial standpoint, it will also incorporate PERT charts, Gantt Scheduling, risk analysis, Work Breakdown Structures and other quantitative and/or information technological areas. The primary software used will be Microsoft Project 2000.

6302 LEADERSHIP COMMUNICATION IN ORGANIZATIONS This course explores the intersection between the practices of leadership and communication in the organizational context. The course challenges students to assess and improve their own communication competencies in light of common organizational leadership opportunities and challenges. Prerequisite: Graduate standing.

6311 LEADERSHIP AND DECISION-MAKING This course will provide the opportunity for participants to develop a firm working concept of leadership and its role in community development. Upon completion of the course the participant should be able to identify and discuss the role of leadership in the community development process and to apply leadership principles to community development processes.

6315 APPLIED RESEARCH METHODS AND DATA ANALYSIS Application of scientific method to research including nature of research problems, theory of research, experimental design, techniques in data gathering, and the interpretation of results. Research reporting, bibliographic techniques and basic statistical methods are included.

6318 BUDGETING The course is designed to provide a broad overview of budgeting and finance in order to improve student's understanding of how budgeting affects decisions. Public managers, regardless of level of bureaucracy, must deal with a variety of budgetary and revenue information when making daily decisions. Much of that information indicates how effectively they will be able to manage and how others will perceive the way they manage. This course will introduce the nature and character of public sector/non-profit organization budgeting, how managers can more effectively use such information, and the limitations associated with such information.

6330 GRANT WRITING This course addresses the development of grants and contracts and presents an overview of identifying funding sources. One key to development is the availability of resources, human and non-human. Grant writing can provide those resources by matching local resources with resources available from the public, private, and non-profit sectors of society. This course will provide the student with a general understanding of the process, as well as detailed information about grants in the community development field.

6360 CULTURAL DIFFERENTIATION AND OUTREACH This course will focus on similarities and differences of humanity with the intention of discovering the "true value" of the individual.

Graduate Bulletin

Document Number 4.07.01

College Student Personnel Services and Administration

Return to [College Student Personnel Services and Administration](#)

[1] Graduate Courses in College Student Personnel Services and Administration (CSPA)

6392 THE COLLEGE STUDENT Analysis of college student characteristics and the student culture; non-traditional student subgroups; student attitudes, values, and beliefs; concepts and models which promote student learning, and assessment of student growth.

6310 AMERICAN HIGHER EDUCATION The historical development of American higher education against the background of political, social, economic, cultural and intellectual issues will be examined from its founding to the present for contemporary application.

6391 PRINCIPLES AND PRACTICES IN STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION This course provides an overview of the conceptual and operational aspects that impact the student personnel programs of higher education institutions in the United States. It is intended to offer students who may be pursuing careers in student affairs information about the structures and issues that they may encounter within a variety of institutional settings.

6320 ETHICS AND LAW IN HIGHER EDUCATION The purpose of this course is to introduce the learner to the basic and current legal and ethical concepts that face American higher education today. Topics to be discussed will be the basis from which higher education law comes, current (case, state and regulatory) law, as well as risk management and liability issues for higher education.

6365 PRACTICUM The practicum course provides on-site professional learning experiences in a student affairs office on the University of Central Arkansas campus. This course combines weekly work responsibilities under the supervision of a site supervisor with scheduled discussion meetings with other practicum students and the professor, and assigned readings.

6370 INTERNSHIP This course provides the student with the opportunity to apply knowledge about student development offices in institutions of higher education. Student will work as part of a functioning office or service and will be considered part of the team integral to the accomplishment of that entity's mission. Experiences are cooperatively planned and guided by university personnel

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Document Number 4.07.02

Community and Economic Development

Return to [Community and Economic Development](#)

[1] Courses in Community and Economic Development (CED)

6310 COMMUNITY AND ECONOMIC DEVELOPMENT SEMINAR An introduction to the field of community development as a discipline of study including the underlying principles of development.

6313 TRANSPORTATION AND INFRASTRUCTURE This course is a study of the economic environment of those industries involved in transportation and infrastructure. Current techniques of analysis, and regulation issues.

6320 HOLISTIC PLANNING AND THE COMMUNITY An introduction to planning with reference to

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Health Systems

Return to [Health Systems](#)

[1] Graduate Courses for Health Systems (H SC)

5305 TECHNOLOGY APPLICATIONS IN THE HEALTH SCIENCES This course is designed to serve as an introduction to the uses of technology in the health sciences. Prerequisites: Students should be familiar with word processing, presentation graphics, electronic mail, spreadsheets, library information systems, and the World Wide Web.

6301 DATA COMMUNICATIONS IN HEALTH SYSTEMS This course involves a study of electronic data communications and networks. The course combines a presentation of the basic communication protocol stack and a health care management perspective of communication technology, networks, distributed processing, telephony, and telemedicine.

6305 DATABASE MANAGEMENT FOR HEALTH SYSTEMS The course assists students in understanding the theoretical and practical issues involved with data resources and databases in current use in different health care settings.

6315 ADMINISTRATION OF HEALTH SERVICES ORGANIZATIONS The course presents an overview of administration principles and challenges that may be applied to the changing health care delivery system.

6320 INFORMATION SYSTEMS/MANAGEMENT SCIENCE IN HEALTH SERVICES The course is designed to develop intelligent managers, researchers, and consumers of healthcare information technology through guided exploration into the components of healthcare information systems.

6324 CURRENT ISSUES IN HEALTH SYSTEMS The course offers current technologies such as client/server, internet/intranet initiatives, WWW development, and emerging roles of telecommunications in health care.

6325 CLINICAL DOCUMENTATION/INFORMATION SYSTEMS IN SUPPORT OF PATIENT CARE The course is concerned with the study of information processes and flows and computerized systems that support the clinical area. This includes examination of clinical information systems, signal and pattern

literature, presentation and approval of a research design, and collection of pertinent data. On demand.

6390 THESIS RESEARCH II The course includes completion of data collection and analysis as well as writing and defending the thesis. On demand.

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Document Number 4.07.04

School Leadership

Return to [Educational Leadership](#)

[1] Courses in Educational Leadership (EDLP)

6324 SCHOOL PLANT PLANNING AND MANAGEMENT A study of the school plant planning process and organization and administrative procedures for plant management. The course will be offered one time every two years.

6325 SCHOOL-COMMUNITY RELATIONS Identification, study and analysis of concepts and procedures to develop better communication cooperative partnerships between the school and the community; A study of the interaction of school boards and superintendents. The course will be offered one time every two years.

6327 RURAL SCHOOL LEADERSHIP Identification and analysis of principles and concepts of school leadership in administration and instructional improvement to rural settings. Spring, summer.

7101 LANDSCAPE OF THE SUPERINTENDENCY An overview of the school superintendency as a professional career choice. The course will be offered one time per year.

7300 SCHOOL FINANCE A study of sources for school funding, legal basis for funding and expenditures, views and policies of equity in school finance, principles of budgeting, and cost accounting. The course will be offered one time every two years.

7301 PROGRAM PLANNING AND EVALUATION A study of the theory of program evaluation, techniques used in program evaluation, and the standards of quality for professional evaluation practice. The course will be offered one time every two years.

7315 DIRECTED SPECIALIST'S PROJECT A culminating activity for the Educational Specialist's degree. Selection of a practical educational problem for solution using research and professional knowledge. A scholarly report is required in which the student is expected to demonstrate competence in research and writing skills.

7323 SCHOOL LAW AND SCHOOL OPERATIONS Legal aspects of public and private schooling, federal and state legislative statutes and judicial decisions, with an emphasis on Arkansas pre-K-12 public education and a sound financial management plan for resources. The course will be offered one time every two years.

7363 HUMAN RESOURCE MANAGEMENT Major dimensions of personnel management are addressed and include the processes, procedures, and techniques essential to the function of personnel administration in the pre-K-12 school organization. The course will be offered one time every two years.

7387 ORGANIZATIONAL CHANGE AND DEVELOPMENT A study of various behavioral concepts found in organizational settings that have implications for leadership and management. The course will be offered one time every two years.

7391 SUPERINTENDENT AS INSTRUCTIONAL LEADER A study of the concepts, theories, and practices associated with instructional leadership provided by the school district superintendent. The course will be offered one time every two years.

7130, 7230, 7330, 7430, 7530, 7630 INTERNSHIP IN THE SCHOOL SUPERINTENDENCY Supervised on-the-job activities involved in the administration of a school district and the operations of the central office. The substantial, sustained, and standards-based internship experiences are designed to meet the individual needs of prospective school superintendents in synthesizing the knowledge base and honing leadership skills through application. The internship is an opportunity for candidates to develop skills integrating theory and practice in order to function effectively as educational leaders in real school settings. These experiences will be planned and guided cooperatively by university and school district personnel. The supervised internship will involve the study of administrative areas, observation of administrators in action, participatory activities, and specific administrative assignments that offer opportunities for interns to internalize and employ administrative skills learned during their graduate coursework. The internship provides each candidate with on-the-job experiences and opportunities to reflect on the impact of his/her leadership. A total of six internship credit hours is required for completion of the degree. Prerequisite: Successfully complete 6 credit hours.

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School Leadership

Return to [School Leadership/SLMA](#)

[1] Graduate Courses in School Leadership, Management, and Administration (SLMA)

6610 THE PRINCIPAL AS ORGANIZATIONAL LEADER An instructional block integrating various competencies of interpersonal relations into the school leader's ability to lead a diverse school community toward a shared vision of learning. Skills in developing and implementing vision and mission statements, consensus building and negotiations, managing information, and data collection and analysis will be refined within the context of instructional activities. The impact of the school as an open system will be explored.

6520 THE PRINCIPAL AS ETHICAL LEADER An instructional block stressing the importance of making decisions based on the moral and ethical implications of policy options and political strategies. Exploration of the impact of the principal as ethical role model.

6530 THE PRINCIPAL AS INSTRUCTIONAL LEADER An instructional block providing in-depth study of the role and responsibilities of an instructional leader in an educational setting. Designed to build student proficiencies in the areas of organizational leadership, group processes, classroom observations, teaching strategies, communication skills, professional growth activities, conferencing techniques, and staff evaluation. The focus will be on teaching, learning, and assuring success for all students.

6540 THE PRINCIPAL AS MANAGER An instructional block related to managing and operating schools with student success as the organization's central mission. Personnel management as a tool for reaching school goals is explored. Site-based, shared decision-making as a vehicle for school improvement will be integrated. School finance and physical plant operations are reviewed for their roles in student performance.

6550 THE PRINCIPAL AS COMMUNITY PARTNER An instructional block linking student performance to community collaboration. Prospective school leaders will demonstrate competency in collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

students in the MS program in School Leadership, Management, and Administration. Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Co-requisite: SLMA 6530. Offered twice a year.

6140 SCHOOL INTERNSHIP III Part III of the required School Internship experience for students in the MS program in School Leadership, Management, and Administration. Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Co-requisite: SLMA 6540. Offered twice a year.

6150 SCHOOL INTERNSHIP IV Part IV of the required School Internship experience for students in the MS program in School Leadership, Management, and Administration. Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Co-requisite: SLMA 6550. Offered twice a year.

6260 SCHOOL INTERNSHIP V Part V of the required School Internship experience for students in the MS program in School Leadership, Management, and Administration. Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Co-requisite: SLMA 6460. Offered twice a year.

6300, 6400, 6500, 6600 SCHOOL LEADERSHIP INTERNSHIP Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Variable credit.

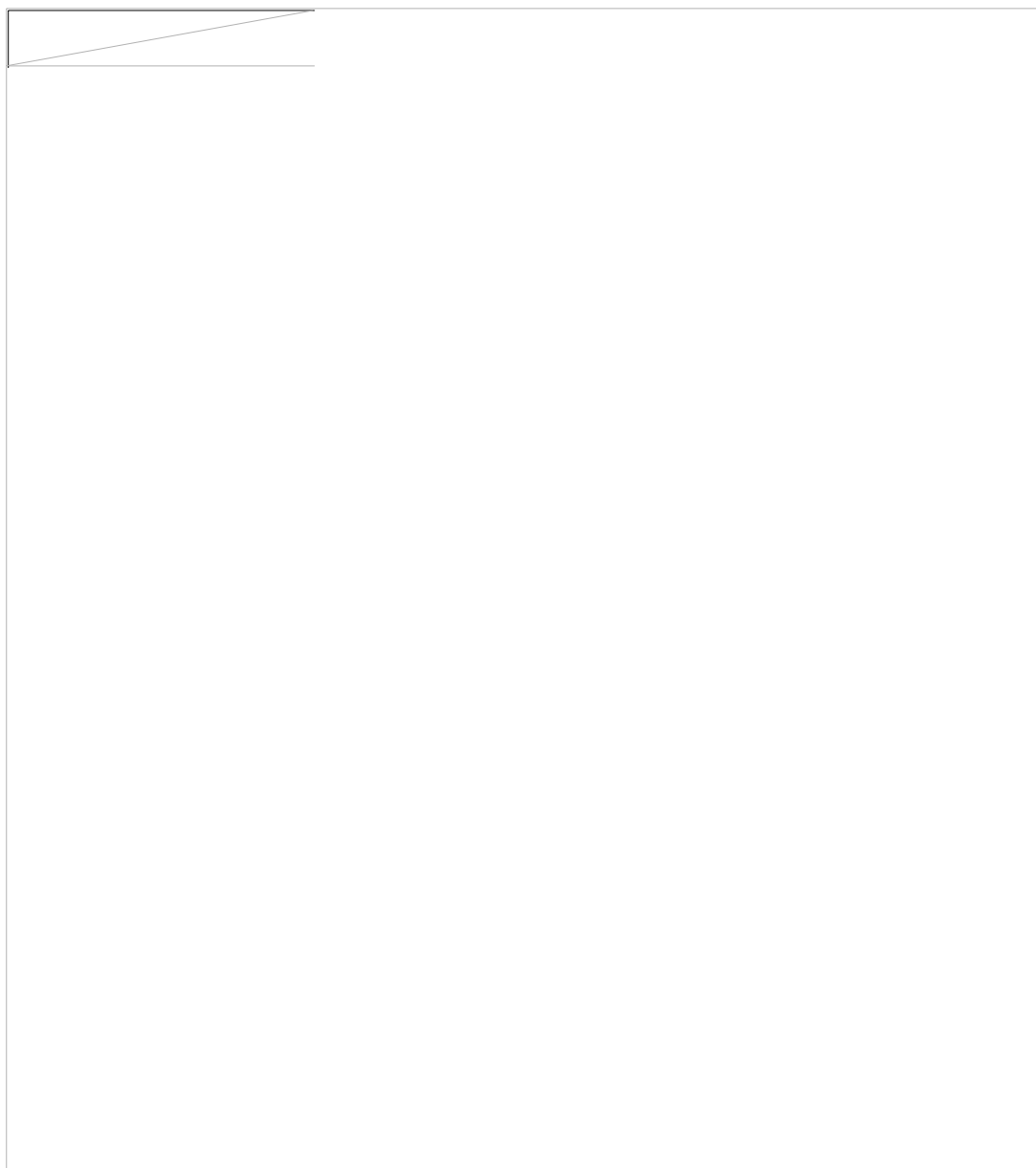
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Mr. Rush F. Harding III	(term expires 2006)
Dr. Conrad Garner	(term expires 2007)
Mr. Scott Roussel	(term expires 2008)
Dr. Michael Stanton	(term expires 2009)
Ms. Patricia Bassett	(term expires 2010)
Mrs. Kay Hinkle	(term expires 2011)
Mr. Randy Sims	(term expires 2012)

Roster updated 2005-06



Graduate Faculty

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#)

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