

University of Central Arkansas Graduate Bulletin 2009 - 2011

Graduate Bulletin

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Biennial Catalog Issue, 2009-2011, Volume LXXXVII

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0.03 Bulletin Reference Conventions

With the Graduate Bulletin's move to a "digital-first" format--i.e., a document designed for on-line and on-disk distribution rather than print delivery--pagination in this important document loses its usefulness, and a new referencing scheme becomes necessary. Beginning with the 2002-2004 volume, then, content within the UCA Graduate Bulletin is properly referenced by "document number" and, where relevant, section and subsection number.

Explanation: Every content file (and most of the non-content ones) in the digital bulletin has a document number. This number is displayed, when the file is opened in a browser, at the upper left corner just below the standard links and UCA Graduate Bulletin banner (see position above).

Where appropriate, in addition, the bulletin's files have been divided into sections and subsections (1, 1.1, 1.2, 1.2.1, 1.2.2, etc.).

Within the files, section headings look like this:

[1] First-level heading

[1.1] Second-level heading

[1.1.1] Third-level heading

A reference to the bulletin's explanation of grades and quality points, for example, would be identified as "2.06, sec. 3" (that is, document 2.06, section 3; jump to this reference: [206.html#sec03](#)).

0.04 What's New

This file records additions and changes to the UCA Graduate Bulletin 2009-2011. Minor editorial corrections are not noted here, but individual files indicate a "Last Modified" date. Parenthetical initials indicate the responsible person. Contact the Graduate School office (450-3124) if you have questions.

November 2009

GBulletin 2009 - 2011 available online.

November 2009

PDF Archive for 2009-2011 added

101 Bulletin Provisions

The University of Central Arkansas anticipates that students entering the university during the effective years of this bulletin will be governed by the graduation requirements and other policies and procedures set forth herein. However, the university reserves the right to change such requirements, policies, or procedures in accordance with its established procedures for decision making, which exist to protect the academic integrity of its programs and the individual student's interests and welfare. A student may opt for a subsequent bulletin but must meet all of the requirements specified by that bulletin. After initial enrollment, a student who returns to the university after any period of non-enrollment of 12 months or more must complete the requirements of the bulletin in effect at the time of re-enrollment.

102 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
Wingo 207
201 Donaghey Avenue
Conway, Arkansas 72035
(501) 450-3170

Director of Disability Support Services

University of Central Arkansas
Student Health Building
UCA PO Box 5154
Conway, AR 72035
(501) 450-3135

Director of Human Resources

University of Central Arkansas
Wingo 106
201 Donaghey Avenue
Conway, AR 72035
(501) 450-3181

103 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 baccalaureate degree program in athletic training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The graduate dietetics internship program and the undergraduate didactic program in dietetics are accredited by the Commission on Accreditation for Dietetics Education. The baccalaureate program in interior design is accredited by the Council for Interior Design Accreditation. The master's and baccalaureate degrees in nursing are accredited by the Commission on Collegiate Nursing Education. The master's degree program in occupational therapy is accredited by the Accreditation Council for Occupational Therapy Education. The physical therapist education program is accredited by the Commission on Accreditation in Physical Therapy Education. The doctoral program in school psychology is accredited by the American Psychological Association, and the master's degree program in school psychology is accredited by the National Association of School Psychology. The master's degree program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

The following baccalaureate programs are accredited in affiliated professional education programs: medical technology (National Accrediting Agency for Clinical Laboratory Services), radiography (Joint Review Committee on Education in Radiologic Technology), and nuclear medicine technology (Joint Review Committee on Education Programs in Nuclear Medicine Technology).

The University of Central Arkansas is an accredited institutional member of the National Association of Schools of Art and Design (programs: Art, Studio Art, and Interior Design), the National Association of Schools of Music (program: Music), and the National Association of Schools of Theatre (program: Theatre).

The baccalaureate degree in chemistry is approved by the Committee on Professional Training of the American Chemical Society.

The University of Central Arkansas is a provisional institutional member of the National Alliance of Concurrent Enrollment Partnerships.

Documentation of accreditation status is available in the President's Office.

Accreditation by the Higher Learning Commission and membership in the North Central Association may be verified by contacting the Commission:

**North Central Association of Colleges and Schools
Higher Learning Commission**

30 North LaSalle Street, Suite 2400

Chicago, IL 60602-2504

Telephone: (312) 263-0456 or (800) 621-7440 (voice); (312) 263-7462 (fax)

201 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 81 major programs and 15 different degrees and certificates. 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 42 graduate program options and 15 different graduate degrees and certificates, including doctoral programs in physical therapy, school psychology, communication sciences and disorders, and leadership studies. 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 Academic Programs in Communication Sciences and Disorders.

202 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/graduateschool/gradcouncil>

[3] Graduate Office Staff

Elaine M. McNiece, EdD

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

Brenda Herring

Office Manager
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E-mail: bherring@uca.edu

Graduate Council, Faculty Emeritus and Graduate Bulletin coordinator. Applications, candidacy, graduation for Colleges of Business and Fine Arts and Communications,

Patti Hornor

Program Coordinator
Phone: 852-2431
E-mail: phornor@uca.edu

Graduate Assistantships, Graduate School Incentive Scholarship (COE), Student Research, University Research Council, and Summer Stipends.

Susan Wood

Administrative Specialist
Phone: 450-5065
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Admissions, registration, candidacy, and graduation for Colleges of Health and Behavioral Sciences, Liberal Arts and Natural Sciences and Mathematics.

Bridget Burroughs

Administrative Specialist
Phone: 852-7414
E-mail: bburroughs@uca.edu

Admissions, registration, candidacy, and graduation for College of Education. Registration for non degree, extended studies and visiting graduate level students.

Meredith Smith

Administrative Specialist

Phone: 450-3124

E-mail: merediths@uca.edu

Requests for information on all Graduate programs, registration, GRE information.

[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

Patricia Mounce ,Chair and Graduate Coordinator

Phone: 450-5311

E-mail: pmounce@uca.edu

Advanced Studies in Teaching and Learning

Cheryl Wiedmaier, Chair, Teaching and Learning

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Rob Christensen, Graduate Coordinator

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Reid Adams, Interim Chair

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E-mail: Radams@uca.edu

David Dussourd, Graduate Coordinator

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Susan Moss- Logan, Program Director
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Community and Economic Development

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Vamsi Paruchuri
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Digital Film Making

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Bruce Hutchinson, Graduate Coordinator
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Educational Leadership

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Family and Consumer Sciences

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

Geographic Information Systems

Brooks Green, Chair, Geography
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Brooks Pearson, Graduate Coordinator
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E-mail: bpearson@uca.edu

Health Sciences

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

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History

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Wendy Castro, Graduate Coordinator
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Instructional Technology

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Kinesiology and Physical Education

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Leadership Studies

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Library Media/Information Technologies

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Stephanie Huffman, Graduate Coordinator
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Master of Arts in Teaching

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Tammy Benson, Program Director
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Mathematics

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Donna Foss, Graduate Coordinator for Math Education
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Music

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Occupational Therapy

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Physical Therapy

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Psychology and Counseling

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Mary Mosley, Program Coordinator
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School Leadership

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Special Education

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Patty Kohler-Evans, Graduate Coordinator
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Speech-Language Pathology

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Sharon Ross, Graduate Advisor
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World Languages--Spanish

Phillip Bailey, Chair
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Jennifer Parrack, Graduate Coordinator

Phone: 450-5697

E-mail: jparrack@uca.edu

[4.2] Other Important Phone Numbers

Academic Outreach/Extended Programs

Leonard Seawood, Dean

Phone: 450-5266

E-mail: lseawood@uca.edu

Admission to Graduate Studies

Graduate Office

Phone: 450-3124

Bookstore

Rick Burton, Manager

Phone: 450-3166

E-mail: bksuca@bncollege.com

Graduate Bulletin

Web site: <http://www.uca.edu/gbulletin/>

Business Office, Fee Payment

Rick McCollum

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Lynette Martin

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E-mail: lynettem@uca.edu

Candidacy

Graduate Office

Phone: 450-3124

Counseling Center

Ernest Ness, Director

Phone: 450-3138

E-mail: eness@uca.edu

Course Schedule

Web site: <https://ssprd.uca.edu>

Financial Aid Office

Cheryl Lyons, Director
Phone: 450-3140
E-mail: clyons@uca.edu

Graduate Assistantships

Graduate Office
Phone: 852-2431

Graduate Record Examinations

Graduate Office
Phone: 450-3124

Graduation

Graduate Office
Phone: 450-3124

Health Services

Candace Welcher, Director
Phone: 450-3136

Housing

Rick McCollum, Interim Director
Phone: 450-5190
E-mail: rickm@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

web site <http://www.uca.edu/minorityservices/>
Phone: 852-2975

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

Brian Corbin, Director

Phone: 450-3209

E-mail: bcorbin@uca.edu

203 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] Doctor of Philosophy Degrees

The Doctor of Philosophy (PhD) degree is designed to prepare students to become scholars and leaders. The scholar not only discovers, integrates, and applies knowledge but also communicates and disseminates it. PhD graduates have the ability to make significant contributions to scholarship in their disciplines. A leader guides and sets examples for others. Students in a PhD program are required to grasp complex intellectual issues in addition to the highly technical standards necessary for research and scholarship. The scholar becomes a leader by looking for connections, bridging theory and practice, considering implications of research, and fitting research into all professional roles.

PhD degree program graduates will demonstrate

- 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;
- Commitment to engage in scholarship after graduation and to discover new knowledge and develop theoretical principles that advance the understanding of their chosen disciplines;
- Breadth of knowledge of their disciplines and the research literature;
- Ability to teach at beginning and advanced levels of instruction;
- Leadership traits that guide their professions in identifying and resolving important questions and problems.

[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;
- Understanding of the interrelationships between their disciplines and others; and
- Awareness of how to deal with ethical dilemmas within their professions and apply knowledge about their disciplines to real-life situations.

In addition to the above, graduates of the programs leading to the educational specialist or professional doctorate will demonstrate:

- Ability and skill to fill advanced clinical and educational roles;
- Ability to contribute to the scholarship of practice; and
- Ability to provide leadership and service related to their professions and society.

[2.3] 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.

[3] List of Degrees and Programs

The University of Central Arkansas offers work leading to the following graduate degrees and programs:

Doctor of Philosophy (PhD)

Communication Science and Disorders
Leadership Studies
Physical Therapy
School Psychology

Doctor of Physical Therapy (DPT)

Educational Specialist (EdS)

Educational Leadership

Master of Accountancy (MAcc)

Master of Arts (MA)

English
History
Mathematics Education
Spanish

Master of Arts in Teaching (MAT)

Master of Business Administration (MBA)

Master of Fine Arts (MFA)

Digital Filmmaking

Master of Geographic Information Systems

Master of Music (MM)

Master of Science (MS)

Applied Computing

Applied Mathematics

Biology

College Student Personnel Services and Administration

Community and Economic Development

Community Service Counseling

Counseling Psychology

Family and Consumer Sciences

Health Sciences

Instructional Technologies

Kinesiology

Library Media and Information Technologies

Occupational Therapy

Physical Therapy

School Counseling

School Leadership, Management, and Administration

School Psychology

Speech-Language Pathology

Master of Science in Education (MSE)

Advanced Studies in Teaching and Learning

Reading

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

Master of Science in Nursing (MSN)

Clinical Nurse Specialist

Nurse Practitioner

Graduate Certificate Programs

Diverse Literatures

Geographic Information Systems

MSN Post Master's Certificate

[4] Graduate Faculty Profile

Two hundred and twenty nine (229) members of UCA's faculty (fewer than half) currently hold graduate faculty status. These faculty received their terminal degrees from more than 85 different institutions of higher education, with most of the major universities represented. Ninety-seven 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.

204 Academic Calendar

[Academic Calendar](#)

205 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/graduateschool/admission_process/. Transmission of these forms, the required application fee, 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 qualifications for admission and are not seeking a degree may be admitted on a conditional basis after review by the Graduate Dean.

Applications are retained on students who are admitted but do not enroll for three years. After three years, these credentials are discarded, making it necessary to reapply for admission and furnish all credentials again for evaluation. The credentials of applicants who were denied admission are also retained for three years.

[2] Preferred Dates for Applications

Some programs with competitive admission (Nursing, Occupational Therapy, Physical Therapy, Psychology and Counseling, and Speech-Language Pathology) have application deadlines and admit a limited number of students only one time per year. Contact the department for specific dates and separate departmental application information. For other programs, the preferred application date is March 1 for summer and fall admission and October 1 for spring admission.

To ensure time for processing, applications must be completed (including official transcripts and standardized test scores) at least one month prior to the beginning of the term for which the student wishes to enroll. Although every effort will be made to accommodate late applicants, there is no guarantee that a late applicant will be allowed to enroll.

[3] Preference Given to Self-Managed Applications

An applicant may choose to submit all required materials together to the graduate office. Applicants should request official transcripts from all institutions where undergraduate or graduate course work has been completed. **The student should ask that the official transcript be in a sealed envelope bearing the institution's return address with the Registrar's signature or stamp across the back flap.** The applicant should submit the completed application, transcripts, GRE or GMAT scores, and the \$25 application fee in one envelope to the Graduate Office. This type of self-managed application will be given priority in processing by the Graduate Office and will reach the department of choice more quickly for review.

[4] Graduate Admissions Examinations

To supplement other evidence of preparation for graduate work, the Graduate School requires departments to use a standardized admission test such as the General Test of the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT). These examinations will not replace other records of achievement as a basis for admission to graduate studies, but they will offer additional evidence concerning the qualifications of students desiring to undertake graduate work. Accountancy and MBA programs require the GMAT. All other programs require the GRE.

All applicants are encouraged to complete these tests early in their senior year of undergraduate work or before filing an application for admission to graduate studies. For further information on these examinations and places where they may be taken, applicants should contact the Graduate School (450-3124), the department in which they want to pursue a graduate degree, or University Testing Services (450-3209); information about testing is also available on the web at <http://www.uca.edu/divisions/academic/assess/testing>, www.gre.org, www.gmat.com.

[5] Types of Admission

[5.1] Regular

To be granted regular admission to graduate school, students must have

1. Obtained a baccalaureate degree from an accredited institution;
2. Achieved a minimum cumulative undergraduate GPA of 2.70 on a scale of 4.00 or at least a 3.00 in the last 60 semester hours of undergraduate study;
3. Achieved a minimum 3.00 GPA on any graduate course work previously taken at another accredited institution;
4. Submitted required test scores (GMAT or GRE); and
5. Met any additional program admission requirements (e.g., interview, statement of purpose, minimum test score) specified by the department/program. (See program requirements in this Bulletin.)

[5.2] Conditional

Conditional admission may be granted when recommended by a department and approved by the Graduate Dean. With good justification, this classification can be used when students:

1. Have not met the minimum GPA requirement for regular admission;
2. Need to complete prerequisites specified by the department offering the graduate program of interest;
3. Have not met the more stringent admission requirements specified by programs; or
4. Have not submitted all required admission materials prior to initial enrollment (e.g., GRE/GMAT).

For each conditionally admitted student, the Graduate School and/or appropriate department will specify on the admission review form the conditions for obtaining regular admission status, including a specified deadline, if applicable, for meeting these conditions. Conditionally admitted students are ineligible to receive financial 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/licensure and not a degree will be assigned an advisor in the certification area. Some departments limit enrollment in courses to students admitted to specific degree programs.

[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 or on-line at the Web address below. 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.

1. The pencil and paper based test--550
2. The computerized based test--213
3. Internet-based test--an overall minimum score of 80. Minimum subscores of 20 in each of the four areas (reading, writing, speaking, listening)

Individual departmental graduate programs may set higher minimum scores, either for the overall score or any individual subscores, or both.

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

UCA Office of International Programs
360 Farris Road
Conway, AR 72035-0001 USA
Phone: (501) 450-3445 (voice)
E-mail: oiip@uca.edu
Web: <http://www.uca.edu/inter>

[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.

206 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-, 7000 and 8000-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 toward a graduate degree.

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. No credit may apply toward a graduate degree unless it is included in the student's approved program of study.

[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 independent 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 procedures for producing a thesis or dissertation at the University of Central Arkansas. It is important to read and understand fully the contents of the manual, which is available from the Graduate Office or on the Graduate School web site at <http://www.uca.edu/graduateschool/thesis/dissertation/Thesisdissertation.php>. 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.

Continuous Enrollment: Students submitting a master's thesis must register for at least one hour of graduate thesis credit each semester (Fall, Spring and Summer) after enrolling in their first thesis course. Doctoral students must

register for at least one hour of dissertation credit each semester (Fall, Spring, and Summer) following approval of dissertation proposal until the work is completed, whether the student is in residence or away from the campus.

[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 Policy for responding to allegations of research misconduct is on the web at <http://www.uca.edu/sponsoredprograms/policies/>.

[10] Policy on Research with Human Subjects

Graduate or undergraduate student research projects 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://www.uca.edu/sponsoredprograms/researchcomppp/irb.php>.

[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://www.uca.edu/sponsoredprograms/intellectexofac/>

[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

Subject to review by the graduate dean, college dean, department chair, and program advisor, students holding valid master's degrees from accredited graduate institutions, including UCA, may apply no more 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 degree will be indicated in writing as the program of study is prepared by the program advisor. These courses and those for which they substitute must be approved by the

department chair. All remaining courses applied to satisfy the requirements for the second master's degree must be taken in residence at the University of Central Arkansas.

The second master's degree will be subject to the general regulations governing master's degrees except as stated above.

[14] Maintenance of Standards

The university reserves the right to deny further attendance to a student who lacks the personal qualities, professional characteristics, or scholastic attainments essential for success. Such a student desiring to re-enroll will supply the university with evidence that the difficulties have been corrected.

[15] Withdrawal Policy

A student may officially withdraw from a course or the university so long as the withdrawal is within the dates specified in the academic calendar for the semester. If a student withdraws from a course or the university during the change-of-course period, no grade will be recorded.

After the change-of-course period, a withdrawal grade (W - Withdrawn, WP - Withdrawn Passing, or WF - Withdrawn Failing) will be recorded according to the deadlines specified in the academic calendar for the semester and, when applicable, at the discretion of the course instructor, so long as the course instructor has not already dropped the student for non-attendance.

If a student discontinues attendance without officially withdrawing, an instructor may drop the student for non-attendance and report a withdrawal grade, but must do so by the deadline date for a student to officially withdraw with a WP or WF specified in the academic calendar for the semester

207 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 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 and the departmental graduate handbook. 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.

208 Application for Degree and Graduation

All candidates are required to make formal application for the graduate degree and graduation by the dates specified in the academic calendar. These dates are approximately September 15 for December graduation, February 3 for May graduation, and the first Friday of the Summer I session for August graduation. Students not meeting this deadline may have their graduation delayed by one semester.

Application packets are available in the Graduate Office, Torreyson West-room 328, may be requested by calling 450-3124, or online at <http://www.uca.edu/graduateschool/gradinfo/GraduationForms.php>

209 Assistantships and Other Forms of Financial Aid

Graduate assistantships are available for qualified students in approximately 25 academic areas and 20 non-academic areas. Recipients of these assistantships serve as laboratory assistants, research assistants, or teaching assistants.

The primary goal of an assistantship is to augment the student's educational objectives and to assist in the prompt and successful completion of the student's degree program. The student and the department share a central responsibility in the student's education. The graduate assistant is clearly a student who, while making progress in the degree program, has special opportunities to receive experience in a profession under the supervision of a faculty mentor. Although such students serve the University of Central Arkansas with teaching, research, and/or administrative duties, they are considered students--and not employees--of the university, and the tasks assigned to them must be clearly and justifiably consistent with the student's educational and career objectives.

Various funding sources exist for graduate assistantships. In addition to assistants who receive funding from the Graduate School, other sources for support include grants, gifts, contracts, community service agencies, or various university departments, divisions, or centers. Approximately 260 graduate students receive assistantship funds each semester.

To qualify for an assistantship, a student should have achieved an excellent academic record and completed substantial course work in the major field. The student must have been admitted with full qualifications in accordance with the admission policies and procedures of the Graduate School. The English language proficiencies of international students must be thoroughly evaluated in relationship to the demands of the assistantship assignment prior to the start of the appointment period. All teaching assistants must demonstrate competency in spoken English through procedures established by the controlling department and the Graduate School.

Graduate assistants on Graduate School sponsored appointments may be appointed for up to 12 months per contract period. Nine-month appointments would generally correspond to 36 weeks of service (nine monthly pay periods). Twelve-month appointments would generally correspond to 52 weeks of service (12 monthly pay periods). The start and end dates of all Graduate School sponsored appointments must be within the university's fiscal year, July 1 to June 30.

In order to continue an appointment from semester to semester during the academic year, a graduate assistant must remain in good academic standing. If an assistant's cumulative GPA falls below 3.00 during the academic year of an appointment, the student will be terminated from the assistantship during that academic year.

Graduate assistants who are performing satisfactorily in their studies and duties are eligible for annual reappointments. Academic and professional performance and progress are measured by the following criteria: (1) GPA, cumulative and over the past academic year, of at least 3.00; (2) student academic record with not more than one incomplete grade; (3) report of the academic advisor; (4) formal evaluation by the faculty mentor; (5) length of time holding the assistantship; and (6) length of time in the degree program.

Normally, a graduate student may hold an assistantship for a maximum of two years while pursuing a master's degree and four years in a doctoral program.

Application forms and specific requirements for assistantships may be obtained from Patti Hornor in the Graduate School or on-line at <http://www.uca.edu/graduateschool/assistantshipsandotheraid/>. 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.

210 Fees and Other Charges

Fees and other charges are subject to change without notice.

[1] Graduate Application Fee

A \$25 and \$50 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 or viewed online at <http://www2.uca.edu/divisions/admin/finserv/studentaccounts/tuitionfees.asp>.

Students admitted to programs in Accounting, Applied Computing, Biology, Communication Sciences and Disorders, Dietetics, Family and Consumer Sciences, Health Sciences, Kinesiology, MBA, Mathematics, Nursing, Occupational Therapy, Physical Therapy, Psychology and Speech-Language Pathology may pay an additional lab or departmental fee. Contact the individual department for information.

[3] Late Registration Fee, Drop/Add Fee

A late fee is charged for registration on or after the first day of classes for the university.

A charge is imposed for each course dropped or added on or after the first day of classes for the university. The schedule of classes for each semester and summer session details the specific amount of the drop/add fee. The fee will not be charged for schedule changes requested by the university.

Current information is linked from the Schedule of Classes page on-line at <http://www.uca.edu/schedule>.

[4] Graduation Fee

Every candidate for a degree pays an appropriate graduation fee to the Graduate Office at the time of application for graduation.

[5] Withdrawal and Refunds from the University

Please note that financial aid regulations govern those students who receive Title IV funds. For more information, please contact the Financial Aid Office, 450-3140.

[5.1] Withdrawals: Fall and Spring Semester

Refunds or Adjustments:

Students who officially withdraw from the University may be entitled to a partial refund or adjustment of fees, if the withdrawal is completed within the refund 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 at (501)-450-5015 for information about the Student Withdrawal and Refund Policy #612. Contact the Financial Aid Office at (501)-450-3140 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 before 4 p.m. on by the first Friday of the term. Refunds of 100% will be made if the withdrawal takes place on or before 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.

211 Resources and Services

[1] Torreyson Library

Mission: Torreyson Library's mission is to be the center of intellectual life for the University of Central Arkansas community. Serving as UCA's "academic town square" and marketplace for ideas, the library invites all members of the university community to come together, exchange diverse opinions, work collaboratively, 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 501-450-3129 or via the Library's web site at <http://www.uca.edu/library/>.

Online databases, available through the Library's web site 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.

[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) 450-3118, or on-line at <http://www.uca.edu/outreach/>.

[3] Career Services

The Career Services Center, located at 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 or on-line at <http://www2.uca.edu/newweb/careerservices/>.

[4] 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://www.uca.edu/it/>. Statistical software packages are available for personal

computers as well as on the university mainframe.

[5] Counseling Center

The Counseling Center, located in the Student Health Center, 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 5:30 p.m., and Friday from 8:00 a.m. to 4:30 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.

[6] Disability Support Services

The Office of Disability Support Services is located in the Student Health Center, Second floor. 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. Disability Support Services is available by phone at 501-450-3613 or online at <http://www.uca.edu/disability/>.

[7] Health and Wellness Center

Health and Wellness Center is located in the Student Health Center, room 308 and is open from 8:00 a.m. to 4:30 p.m. Monday through Friday. The main function of this office is to promote healthy behavior in the UCA community. Community assessments and educational programs are developed, implemented, and evaluated to better serve the UCA community health needs. The Center is a resource for health information that is provided through brochures, web site links, DVD's, and books on various topics available in the office, all free of charge.

The primary focus of Health and Wellness Center 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 community. The events include: National Women's Health and Fitness Day, Alcohol and Drug Awareness Week, Great American Smokeout, Wellness Fair, Healthy Weight, National Cancer Prevention, Safe Spring Break Programming, Fast Food Survival, STD Awareness, Health and Fitness Day Fun Walk, National Breast Awareness/Mammography, World Aids Day, and National Hand Washing Awareness.

The Health and Wellness Center provides programs on alcohol and other drugs, cholesterol, stress management, cancer prevention and awareness, sexually transmitted diseases, STD's awareness and prevention including HIV/AIDS, nutrition and other topics. Programs can be developed and presented upon request.

The Center has a complete resource center with dietician's office, research center, private DVD viewing room, reading corner stocked with books on health, and a private relaxation room with a massage lounger. For more information see <http://www.uca.edu/healthpromotion/>.

[8] International Programs

The Office of International Affairs 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 U.S. government, and private organizations. It processes all international undergraduate applications for admission, notifies students of their admission status, and issues admission documents. In addition, through the Office of Study Aboard, the division organizes and coordinates a variety of UCA study abroad programs and supplies students with information about short-term and semester exchange 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 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.

UCA is a member of the Council for International Educational Exchange and the Institute of International Education. Both of these organizations provide significant support and resources for institutions and for students wishing to study abroad.

The Office of International Programs is available by phone at 501-450-3445 or online at <http://www.uca.edu/inter/>.

[9] Minority Services

The Office of Minority Services provides multiple support services for current minority student (African American, Hispanic/Latino American, American Indian/Alaskan Native, and Asian/Pacific Islander American). Their mission is to promote student success through retention focused programs, mentoring, leadership development opportunities, and life skills enrichment. The Office of Minority Student Services is located in Bernard Hall, Suite 108.

[10] Student Center

The Student Center is the community center of the university serving students, faculty, staff, alumni, and guests. It offers a variety of programs, activities, services, and facilities. In the basement is the office for KUCA radio station. On the first floor is a food court, Post Office, University Bookstore, Campus Information Center, lounges, convenience store and the Java Joint featuring specialized coffee, drinks and desserts. On the second floor of the Student Center are meeting rooms, a ballroom, lounge space, and offices for Student Government Association, Greek Services, Student Organizations, Student Activities Board, Orientation, Student Center Administration, and Food Service 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.

[11] Student Health Services

Student Health Services is located in the Student Health Center and is open from 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 4:30 p.m., with emergencies only 4:30-5:00 p.m. Monday through Friday. Hours are slightly shorter in summer and during holidays. Check their web site. 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 or physician. 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) or physician. 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 Services (501-450-3416.) 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. For more information see <http://www.uca.edu/studenthealth/>.

[12] 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 UCA Magazine, 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.

The Alumni Association can be reached at 501-450-3427 or online at <http://www.uca.edu/alumni/>.

Graduate Bulletin

Document Number 3.01.01

[1] Objectives

The Department of Accounting in UCA's College of Business Administration offers a Master of Accountancy (MAcc) program designed to provide a fifth year of accounting education to prepare students for careers in professional accounting.

The objective of the program is to give students greater breadth and depth of accounting knowledge and, if desired, a specialization in taxation or industry track. The program provides the academic background needed to begin a professional accounting career. Outstanding employment opportunities in public accounting, industry, and government await graduates of the Master of Accountancy program.

The MAcc program is a comprehensive program that develops students' conceptual and technical accounting competence, communication skills, research and analytical abilities, and leadership skills. The UCA MAcc focuses on the common body of knowledge recommended by the American Institute of Certified Public Accountants and builds on the traditional undergraduate accounting courses. Consequently, graduates are well prepared to sit for and pass the CPA exam. However, UCA takes students beyond the knowledge required on the CPA exam. Students learn the theory behind accounting and auditing procedures so they can adapt to an ever changing environment. The program encourages life-long learning and is unique in two respects: (1) The UCA MAcc teaches leadership through a course that focuses on the application of leadership in business and accounting organizations. (2) The program also requires a case studies course in which students learn to use multiple resources to solve management and accounting problems.

[2] Admission Requirements

Admission to the Master of Accountancy program is based on the applicant's undergraduate record and score on the Graduate Management Admission Test (GMAT). Requirements include:

1. Baccalaureate degree in accounting from accredited institution*
2. Undergraduate Grade Point Average (GPA) of 2.7 or above; or a Grade Point (GPA) of 3.0 in last 60 hours
3. Submission of a score of 450 or above on the Graduate Management Admission Test (GMAT).
4. A TOEFL (Test of English as a Second Language) score of 550 on paper version or 213 on computerized version for students whose first language is not English.

*In lieu of a baccalaureate degree in accounting, an applicant may be admitted by presenting a baccalaureate degree in another field and credit in the following undergraduate courses or their equivalents (42 hours total):

Intermediate Accounting (6 hours)

Cost Accounting (3 hours)

Individual Taxation (3 hours)

Auditing (3 hours)

Non-Profit and Governmental Accounting (3 hours)

Microeconomics (3 hours)

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 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.

[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. An industry track can be obtained by taking 4 specific MBA courses. 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] Required (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 6340 Seminar in Case Studies in Accounting

ACCT 6350 Seminar in Accounting Leadership

[5.2] Electives (12 hours)

ACCT 5312 Advanced Accounting (Notes A&B)

ACCT 5316 Advanced Income Tax (Note A&B)

ACCT 6305 Advanced Business Law for Accountants (Note B)

ACCT 6319 Corporations & Shareholder Taxation (Note C)

ACCT 6329 Partnership & S-Corporation Taxation (Note C)

ACCT 6339 Estate & Gift Taxation (Note C)

ACCT 6390 Special Problems in Accounting

MBA 6301 Decision Modeling in Information Systems

MBA 6303 Managerial Economics (Note D)

MBA 6305 Financial Decision Making (Note D)

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 (Note D)

MBA 6325 Organizational Behavior (Note D)

MBA 6330 Production/Operations Management

Note A: These courses are *required* for students who did not complete equivalent undergraduate level courses.

Note B: These courses are not open to students who completed a similar undergraduate level course.

Note C: Concentration in Taxation

Students desiring a career in the field of taxation are advised to obtain a concentration in Taxation by completing these three electives.

Note D: Industry Track

Students desiring a career in industry are advised to select these four electives.

[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: [course link](#).

3.01.02 BUSINESS ADMINISTRATION (MBA)

Graduate Bulletin

Document Number 3.01.02

[1]MBA

[1.1] Objectives

The MBA program is designed to meet the needs of students preparing for positions in upper management in business and related organizations. The 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 that plan to receive an MBA with a concentration in International Business must complete the 30 hour MBA core courses and six hours of additional requirements with a GPA of 3.0 or higher. The additional requirements include : six hours of elective at graduate level in international business, international culture, or undergraduate foreign language, or internship with business. Electives must be approved by MBA Director and be taken abroad.

[1.2] Admission Requirements

In addition to the Graduate School admission requirements, the Master of Business Administration requires the following:

- Score of at least 500 on the GMAT (Graduate Management Admission Test).
- Bachelor's degree from an accredited institution.
- Undergraduate cumulative GPA of at least 2.70, or 3.00 in last 60 credit hours.
- A Written Statement of Purpose of 750 words or less describing reasons why the prospective student wishes to pursue the MBA degree.
- Two (2) letters of recommendation
- A current professional résumé
- 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 that do not meet the minimum GMAT of 500, or minimum GPA requirements may be admitted on a conditional basis. Conditional admission will depend on undergraduate performance, GMAT score, other relevant measures of scholastic performance, a record of successful employment at increasing levels of responsibility, and recommendations. Conditionally admitted students must obtain a 3.00 GPA in the first nine (9) hours of coursework towards the degree. After this point, the conditional status will be removed.

Applicants for admission to the MBA program must submit a completed application packet that includes: a completed application form, official transcripts from all undergraduate schools attended, official GMAT scores, statement of purpose, résumé, and two letters of recommendation, to the Graduate School by the following dates:

Entering semester	Application deadline
Fall Semester	August 1
Spring Semester	December 1
Summer Semester	May 1

[1.3] 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 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.

[1.4] Degree Requirements (MBA)

To receive the MBA degree, the student must complete the following 30-hour MBA core courses with a GPA of 3.00 or higher. Depending on the student's background (e.g., non-business undergraduate degree), some or all of the MBA pre-requisite courses may be waived by the MBA Director.

MBA Pre-requisite courses (24 Credit hours)

ACCT 2310 and ACCT 2311

ECON 2320 and ECON 2321

FINA 3330

MGMT 3340

MKTG 3350

QMTM 2330

MBA core courses (30 credit hours)

MBA 6301 Decision Modeling in Information Systems

MBA 6302 Accounting for Management Decisions

MBA 6303 Managerial Economics

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 6325 Organizational Behavior

MBA 6330 Operations Management

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

[2] Graduate Courses in Business Administration (MBA)

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

ADVANCED STUDIES IN TEACHING AND LEARNING

Graduate Bulletin

Document Number 3.02.01

[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 experience being the creation and defense of a professional portfolio.

[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, and GRE scores on file with the Graduate Office before full admission (conditional admission may be granted for one semester pending arrival of GRE scores). In addition, candidates are required to have a current teaching license upon program enrollment. Candidates are to meet all graduate school bulletin requirements.

[2.1] Program Completion Requirements

Candidates must successfully complete the following program requirements to earn the Master of Science in Education in Advanced Studies in Teaching and Learning (ASTL):

1. The ASTL program of study.
2. The ASTL program key assessments.
3. The ASTL portfolio process; and

4. A minimum of two years full-time teaching experience.

[3] Program of Study

Core Curriculum: 21 hours required for degree

ASTL 6302, 6303, 6305, 6310, 6315, 6380, and 6385.

Electives: 9 hours to be selected by candidate in consultation with ASTL advisor.

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](#).

READING

Graduate Bulletin

Document Number 3.02.02

[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 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 Examination.
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 enrollment 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. Students must complete Praxis test for Reading Specialist and submit documentation of score prior to taking comprehensive exams.
7. Participation in the Comprehensive Examination can take place only during the final semester of study.
8. 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.
9. 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.

Completion of the requirements for the Master's in Reading will result in the candidate's qualification to apply for certification as a reading specialist in the State of Arkansas.

Programs in the COE that lead to licensure relating to P-12 schools require a passing score on the appropriate Praxis exam(s) and satisfactory completion of all key assessments identified by the program area. Candidates cannot complete their program unless both of these criteria have been met.

[3] Program of Study

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; WLAN 5325, 5310; ECSE 6304, 6306, 6325 or other course as approved by advisor.

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](#).

LIBRARY MEDIA AND INFORMATION TECHNOLOGIES

Graduate Bulletin

Document Number 3.02.03

[1] Objectives

The goal of the graduate program in library media and information technologies is to prepare individuals for professional positions in a variety of information and educational settings. The Library Media and Information Technologies program, located within the Department of Leadership Studies, are designed for individuals who may be (1) planning careers in school library media centers at the elementary, middle, and secondary district levels and at regional educational cooperatives and (2) planning careers as children and youth librarians in public, college, and special information centers.

To achieve this goal, the program seeks to create an environment in which students

1. Acquire attitudes, knowledge, and skills necessary to practice their chosen profession;
2. Become cognizant of the human relation attitudes, knowledge, and skills required to develop, operate, and access information and instructional systems effectively;
3. Develop professional competencies to higher levels of proficiency and in new areas of interest;
4. Are encouraged to pursue life-long learning through information and instruction-related professional organizations; and
5. Recognize the need to continuously evaluate and implement information and instruction-related programs in response to social, economic, and technological changes.

Objectives established for this program reflect specific outcome expectations of those students who complete the Master of Science degree in Library Media and Information Technologies. 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;
2. Design, implement, and market for specified client populations programs of services which further the objectives of the organization by integrating them into the total programming of the institution;
3. Apply principles of management, including planning, to the operation of the library;
4. Select and build a quality collection of resources and equipment that meets the educational objectives of the organization, promotes intellectual freedom, and meets clients' needs and purposes;
5. Organize and maintain collections of resources and equipment for efficient use reflecting the application of the latest uses of technologies;
6. Provide instructional opportunities, including bibliographic instruction, for various client populations as appropriate;
7. Use information technologies and networks to acquire and share information and for reference and referral services;
8. Analyze research data and use this information to assess and solve library and/or information related problems;
9. Work with other professionals to address instructional and curricular problems, including those involved in establishing activities that enable the patron to increasingly assume responsibilities for planning, understanding, and assessing their own learning, to implement student learning activities reflecting different learning styles, and to ensure a variety of learning environments;
10. Incorporate into programming the resource and service needs of all users (e.g., the culturally diverse, the exceptional populations, the disabled); and
11. Recognize the importance of practicing effective leadership and interpersonal relationships within the educational, local, and professional communities.

[2] Program Admission Requirements

To be accepted into the degree program in library media and information technologies, an individual must

1. Meet the general admission requirements of the university;
2. Provide the department with copies of transcripts of all previous academic work;
3. Provide Graduate Record Examination (GRE) general test scores;
4. Provide copies of teaching licensure (if applying for licensure in School Library Media);
5. Provide evidence to establish past or present employment in a P-12 academic setting (if applying for licensure in School Library Media).

Enrollment in regular courses, workshops, or special programs does not imply automatic admission to the degree program. No action will be taken relative to admission until all materials/information are received. Admission materials/information should be received by the department prior to registration for the second term of course work.

Submission of an application and its approval constitutes an agreement by the individual to accept any practicum assignments in locations where the objectives of practicum experiences can be met. Failure to accept practicum assignments relieves the department and the university of responsibility relating to the individual's practicum experience or program of study.

Transfer credit is limited to six approved semester credit hours. All transfer work must be approved by the graduate office and the LIBM Program Coordinator.

[3] Research and Culminating Experience Policies

As a culminating experience in the graduate preparatory programs, candidates must satisfactorily complete a program portfolio and present satisfactory scores on the appropriate PRAXIS II examination (for teaching licensure in School Library Media) or on the written comprehensive examination. The program portfolio must demonstrate the candidate's ability to meet competencies as outlined by the program goals, the American Library Association (ALA), and the American Association of School Librarians (AASL). The program portfolio must reflect the candidate's ability to assimilate competencies demonstrating growth and the ability to collect, evaluate, and analyze data and information. The PRAXIS II examination should be taken the semester prior to the semester in which the candidate plans to graduate. The comprehensive written examination will be scheduled during the candidate's last semester of work.

Programs in the College of Education that leads to licensure relating to P-12 schools require a passing score on the appropriate Praxis exam(s) and satisfactory completion of all key assessments identified by the program area. Candidates cannot complete their program unless both of these criteria have been met.

[4] Program Requirements

Candidates pursuing the Master of Science degree in Library Media and Information Technologies must complete thirty six semester hours of coursework.

[4.1] Library Media and Information Technologies Program

This program has been accredited by ALA/AASL and NCATE. The following courses are required of all students pursuing a degree program Library Media and Information Technologies.

[4.1.1] Core Courses (24 Hours)

LIBM 6398 Research Methods for Literacy and Teaching, LIBM 6380 Administration of Information Programs, LIBM 6320 Introduction to Library & Information Sciences, LIBM 6360 Collection Development, LIBM 6332 Cataloging and Classification I, LIBM 6370 Issues and Trends in Children's, Juvenile, and Young Adult Literature, LIBM 6371 Developing Information Programs for Children and Youth and LIBM 6330 Reference Services.

[4.1.2] Technology Courses (6 Hours)

LIBM 6368 Technology Planning and Leadership, LIBM 6340 Design and Production of Media I

[4.1.3] School Library Media Specialization Courses (6 Hours)

LIBM 6353 Teaching and Learning in the School Library Media Center, and LIBM 6390 Practicum.

[4.1.3. a] Arkansas Teaching Licensure Information

A teaching license is required as a prerequisite to recommendation for Arkansas licensure as a school library media specialist. Candidates must also provide evidence to establish past or present employment in a P-12 academic setting (two years minimum experience required). Candidates wishing to expand their Arkansas licensure to P-12 Library Media Specialist are required to split their practicum hours (60 clock hours at the elementary level and 60 clock hours at the secondary level).

[4.1.4] Technology Specialization Areas (Electives)

Candidates may also elect to work toward areas of technology specialization. These endorsements include the following areas: Computer Technology – Hardware (LIBM 6318 Microcomputer Networking, LIBM 6357 Diagnostic Techniques for Computer Maintenance and Repair, and ITEC 6358) and Computer Technology – Software (LIBM 6354 Multimedia, LIBM 6341 Design and Production of Media II, and LIBM 6337 Computer Graphics and Animation). A required completion of nine semester hours.

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

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

SPECIAL EDUCATION

Graduate Bulletin

Document Number 3.02.04

[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] Guidelines for MSE in Special Education

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.

1. In addition to the general application and GPA requirements of the UCA Graduate School, applicants must
 - a. Submit a valid general education teaching license;
 - b. submit appropriate scores on the Graduate Record Examination;
 - c. Complete a program admissions interview with an acceptable rating.
2. With approval, a maximum of six hours may be transferred from another institution of higher education. These six hours must be approved by the department chair.
3. The Program of Study must be filed prior to completing 18 hours.
4. Students must complete Praxis II testing and submit documentation of score prior to completing 18 hours.
5. Participation in the Comprehensive Examination can only take place during the final semester of study.
6. Programs in the COE that lead to licensure relating to P-12 schools require a passing score on the appropriate Praxis exam(s) and satisfactory completion of all key assessments identified by the program area. Candidates cannot complete their program unless both of these criteria have been met.

[3] Program of Study

[3.1] Core Courses, Required for Both Tracks

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

[3.2] Required Courses for Instructional Specialist Ages 0-8 Track

ECSE 6322, 6330, 6327, 6337, 6370 and 6371

[3.3] Required Courses for Instructional Specialist Grades 4-12 Track

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

For information on Special Education Licensure coursework visit the Department of Early Childhood and Special Education webpage: <http://www.uca.edu/divisions/academic/coe/ecse>

[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](#).

MASTER OF ARTS IN TEACHING

Graduate Bulletin

Document Number 3.02.06

[1] Objectives

The College of Education offers a Master of Arts in Teaching (MAT) degree program created especially for individuals without teaching credentials who have earned baccalaureate degrees in specific content areas and want to become teachers in an expeditious fashion. The MAT is a 36-hour graduate degree program with two tracks: P–4 Early Childhood and Middle/Secondary/P–8 & 7–12. Tailored to accommodate most working students' schedules, this program involves a 27-hour core plus 9 hours of required courses within the selected track that can be completed in five semesters including fall, spring, and summer sessions.

[2] Guidelines for MAT

In addition to the general application and GPA requirements of the UCA Graduate School, applicants must complete a separate MAT application and supply evidence of the following items. Specific instructions can be found on the MAT application.

- A bachelor's degree from a regionally accredited college or university with a minimum undergraduate GPA of 2.70 overall or a 2.50 overall with a 3.0 on the last 60 hours. (official transcripts for undergraduate and graduate coursework must be submitted from all institutions attended).
- Completion of UCA's graduate school application, fee, and qualify for graduate admission.
- Completion of the MAT application.
- Scores from the GRE by the end of the first semester unless using GRE scores to replace Praxis I scores.
- Passing UCA minimum Praxis I scores (Mathematics 171, Reading 172, Writing 174) or established cut scores on the GRE (Verbal 370, Quantitative 370, and Analytical Writing 4.5). Candidates must meet minimum requirements on all parts of one of these assessments.
- Minimum state scores on the Praxis II content area examination (by end of the second semester).
- Two professional references.
- Petition of Candidacy (after 9 hours).
- A satisfactory Criminal Background Check (if teaching while completing initial licensure).
- ADE Non-Traditional Licensure application (if teaching while completing initial licensure).

Programs in the PEU that lead to licensure/certification relating to P-12 schools require a passing score on the appropriate Praxis exam (s) and satisfactory completion of all key assessments identified by the program area. Candidates cannot complete their program unless both of these criteria have been met. Individual programs may have additional exit requirements.

[3] Programs of Study

[3.1] MAT Core Courses (27 credit hours)

MAT 5310 Analysis and Practice of Teaching

MAT 5320 Theory and Practice of Classroom Management

MAT 6310 Pedagogy for Diverse Student Populations

ASTL 6380 Research Methods

MAT 6311 Classroom Assessment

MAT 6312 Principles of child and Adolescent Development and Learning

MAT 5390 Practicum

MAT 6699 Internship

All candidates regardless of licensure level will complete the core courses. Candidates will then select either the P-4 Track or the Middle/Secondary/P-8 & 7-12 Track and complete requirements for that track as indicated below.

[3.2] P-4 Track Courses (3 courses - 9 credit hours)

MAT 6314 Diagnosis and Correction of Reading Difficulties

MAT 6338 Advanced Instructional & Assessment Strategies for Young Children

MAT 6374 Curriculum Rationale in Early Childhood Education

[3.3] Note: The following additional coursework is required for Arkansas State Licensure

HIST 3310 Social Science Concepts in Arkansas History **OR**

HIST 5355 Arkansas History

ECSE 5320 Principles & Practices of Reading and Writing Strategies

[3.4] Middle/Secondary/P-8 & 7-12 Track (3 courses - 9 credit hours)

MAT 6302 Models of Teaching

MAT 6320 Literacy Seminar for Teachers

MAT 5303 Middle School Psychology, Philosophy, & Organization

OR

A Specialized Content Methods/Curriculum course from an academic department approved by MAT advisor

[3.5] Note: The following additional coursework is required for Arkansas State Licensure

HIST 5355 Arkansas History (Middle Level Licensure and Secondary Social Studies)

ECSE 5320 Principles & Practices of Reading and Writing Strategies (Middle Level Licensure)

[4] Graduate Courses in Master of Arts in Teaching (MAT)

Follow this link for MAT 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 Early Childhood and Special Education (ECSE)

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

INSTRUCTIONAL TECHNOLOGY

Graduate Bulletin

Document Number 3.02.08

[1] Objectives

The Master of Science in Instructional Technology (ITEC) is designed to provide candidates with the knowledge and skills needed to become technology leaders and practitioners within their professional arenas (e.g., education, business, government, non-profit organizations). By its design, the program offers a broad view of the field of instructional technology (e.g., history, theory, technology, management) yet is flexible enough to allow candidates to select an area of concentration reflective of their vocational interests. These areas of concentration, which provide specialized training in three technologically distinctive fields, are (a) distance education, (b) media design and development, and (c) technical support of instructional technologies. Developing skills for leadership in and administration of these technological fields is the overarching goal of the ITEC program.

The ITEC program is designed around an overarching goal of assisting individuals in acquiring the skills for leadership in and administration of instructional technology. More specifically, graduates will possess skills and knowledge needed to effectively

- a. provide professional expertise in the area of instructional technology,
- b. administer vocationally-related technology programs,
- c. integrate principles of various technologies for achieving organizational goals,
- d. incorporate technology design principles to meet diverse organizational/population needs,
- e. collaborate in problem-solving endeavors.

[2] Admission Requirements

Admission to the University of Central Arkansas' Graduate School will be a prerequisite for enrolling in courses. As required, candidates must have an undergraduate degree, GRE scores on file with the Graduate Office before full admission (conditional admission may be granted for one semester), and a 2.7 GPA in undergraduate work. Candidates must meet all Graduate School handbook requirements.

[3] Program Requirements

The Instructional Technology degree is comprised of 36 semester hours of graduate credit. The program consists of an 18 hour core (six 3-hour courses), 12 hours (four 3-hour courses) of advanced study in a selected area of concentration (i.e., distance education, media design and development, or technical support of instructional technologies), and 6 hours (two 3-hour courses) of electives allowing for further individualization of the candidate's program. ITEC candidates will complete either the Apprenticeship in Instructional Technologies course or the Seminar: Trends/Issues in Instructional Technologies course as the capstone practicum experience. In order to exit the program, the candidate will be required to successfully complete all coursework and create a professional product (e.g., a research study, a professional portfolio, an organizational specific technology plan) illustrating his or her technology skills in leadership and administration and reflecting the candidate's philosophy.

Core Curriculum (18 Hours)

ITEC 6350 Instructional Design

ITEC 6360 Intellectual Property and Copyright

ITEC 6368 Technology Planning and Leadership

LIBM 6368 Research Methods

CSPA 6311 Leadership and Decision-Making

Choose one of the following (to be completed the last semester):

ITEC 6391 Apprenticeship in Instructional Technologies

OR

ITEC 6392 Seminar: Trends/Issues in Instructional Technologies

Areas of Concentration

(The candidate selects one of the following areas.)

Distance Education (12 Hours)

Choose four of the following

ITEC 6305 Foundations of Distance Education

ITEC 6315 Dist Ed Course Design, Delivery, Implementation, and Evaluation

ITEC 6325 Distance Education Technology

ITEC 6370 Leadership in Distance Education

ITEC 6330 Web-based Teaching and Learning

Media Design and Development (12 Hours)

Choose four of the following:

ITEC 6340 Design and Production of Media I

ITEC 6341 Design and Production of Media II

ITEC 6354 Multimedia

ITEC 6337 Computer Graphics and Animation

ITEC 6351 Instructional Product Development

Technical Support in Instructional Technologies (12 Hours)

Choose four of the following:

ITEC 6357 Diagnostic Tech for Computer Maintenance and Repair

ITEC 6318 Microcomputer Networking

ITEC 6365 Networking Technologies

ITEC	6310	Special Projects
ITEC	6355	Instructional Software Design and Programming

Electives (6 Hours)

Choose two of the following:

CSPA	6302	Leadership Communication in Organizations
ITEC	5345	Fundamentals of Web Design
LIBM	6342	Photographic Techniques
LIBM	6343	Educational Photography
LIBM	6335	Computer Application Software
LIBM	6375	Global Information Resources
ASTL	6303	Teacher Leadership (Spring Only)
ASTL	6310	Integrating Media and Technology into Teaching and Learning

[4] Courses in Instructional Technology (ITEC)

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

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

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

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

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

MUSIC

Graduate Bulletin

Document Number 3.03.01

[1] Objectives

Graduate work in music is designed to provide advanced professional training. The Master of Music degree program with a concentration in music education provides increased skills and background for people in the music business, government, and education. Other Master of Music concentrations provide specialized study in performance, conducting, and music theory.

[2] Program Admission Requirements

In addition to other Graduate School admission requirements, a satisfactory score on the Graduate Record Examinations (GRE) is required within one semester of matriculation at the latest.

For performance and conducting areas: An audition with area faculty. Performance in the area of specialization is to reflect the basic proficiency of a college undergraduate.

For conducting and music education areas: A taped performance of the applicant's ensemble.

Graduate Program in Music Theory: A score of at least 75% on the University of Central Arkansas Department of Music Theory Diagnostic Exam, to be given before acceptance into the program.

[3] Master of Music

[3.1] Core degree requirements for all concentrations (9 hours)

1. Diagnostic examinations to be given during the first week of graduate study in music theory and music history;
2. Completion of piano proficiency exam for the area of concentration.
3. The following nine-hour core in music:

	SCH
Music Theory	3
Music History	3
Music Research and Bibliography	3

[3.2] Additional degree requirements for the concentration in music education (32 hours total)

1. At least 50% of all music credit hours must be at the 6000 level.
2. Satisfactory completion of an oral comprehensive examination in music.
3. Completion of the following courses:

	SCH
Applied Music	3
Advanced Conducting	2
Music Literature	2
Seminar in Music Education I & II	6
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

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[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)

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.	

[3.3.3] Concentration: Choral Conducting (31 hours total)

Choral Conducting	2
Choral Conducting Practicum	3
Score Reading	3

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

[3.3.4] Concentration: Music Theory (34 hours total)

Music Theory Courses	6
Music Theory Pedagogy I	3
Music Theory Pedagogy II	3
Research (6 hours)	
Thesis I	3
Thesis II	3
Other (7 hours)	
Ensembles	2
Applied	2
Electives (in Music)	3
NOTE: A thesis is required for the master's program in theory.	

[4] Graduate Courses in Music (MUS)

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

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

Follow this link for MUSA (Music - Applied) course descriptions: [course link](#).

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

Follow this link for MUSE (Music - Ensemble) course descriptions: [course link](#).

DIGITAL FILMMAKING

Graduate Bulletin

Document Number 3.03.03

[1] Objectives

The MFA degree is recognized as a terminal degree in the area of film production. This program in digital film production emphasizes full-time, professionally oriented study and is aimed toward students wishing to work professionally in the motion picture and related fields or wishing to teach at the university level.

[2] Program Admission Requirements

In addition to the graduate school application and fee, GRE scores, and transcripts, students applying to the MFA program in Digital Filmmaking must also submit the following:

1. A two to three page statement of purpose
2. A current résumé or vita
3. Two letters of recommendation

A portfolio of creative work, either visual (video or film work, photographs) or written (screenplays, stage plays, or fiction)

In accordance with the guidelines established in the Graduate Bulletin, up to 15 hours of graduate work from an accredited institution may be accepted at UCA, subject to approval by the graduate dean and the department chair. All transfer hours must be in courses for which an equivalent exists at UCA. Students may be requested to provide support materials, including relevant course syllabi. Thesis hours may not be transferred.

Students admitted with a completed MA or MS degree in film production (or closely related area) may transfer up to 18 hours of graduate course work, subject to approval by the graduate dean and the department chair. All transfer hours must be in courses for which an equivalent exists at UCA. Students may be requested to provide support materials, including relevant course syllabi. Thesis hours may not be transferred. In accordance with the Graduate Bulletin, a minimum of 24 hours credit in residence at UCA is required.

[3] Degree Requirements

The Master of Fine Arts in Digital Filmmaking is a three-year, 60 credit hour terminal degree. The program emphasizes production skills through both a series of production seminars and the thesis project. In addition, students are required to take courses in writing, history, and theory in order to create a well rounded education. Full time students are expected to take nine credits a semester.

[3.1] Required Courses

The student is required to complete 42 hours of course work before beginning the thesis project. The following courses are required.

FILM 5310 Pre-Visualization and Digital Workflow

FILM 5392 Topics in Digital Production or FILM 6390 Directed Study in Digital Filmmaking

FILM 6316 Psychoanalytic/Marxist Theories of Cinema

FILM 6317 Cognitive/Ecological Theories of Cinema

FILM 6320 Production Seminar: Audio

FILM 6321 Production Seminar: Cinematography

FILM 6322 Production Seminar: Editing

FILM 6323 Production Seminar: Visual Effects

FILM 6324 Production Seminar: Producing the Motion Picture

FILM 6325 Production Seminar: Directing the Motion Picture

FILM 6340 History of American Cinema

FILM 6341 History of International Cinema

FILM 6360 Screen writing

FILM 6362 Writing the Short Film

FILM 6390 Directed Study in Digital Filmmaking

Substitutions may be made at the discretion of the student's advisor and/or committee when completing the Petition for Candidacy.

[3.2] Comprehensive Examination

The student must pass a comprehensive examination administered by the thesis committee before beginning the thesis project (usually spring semester of the second year). The comprehensive examination will cover history, theory, and production practices.

[3.3] Thesis Project

The thesis project will take the form of a narrative, fiction film no shorter than 20 minutes and no longer than 30 minutes.

Students are expected to complete all coursework and pass their comprehensive examination before beginning thesis hours.

By the end of the fourth semester of study (39-42 hours completed) the student will submit a script and production proposal that must be approved by the thesis committee. The script details the student's proposed film and provides the opportunity for review and feedback from the committee. The production proposal will provide the student's vision for the film.

The script and proposal will be submitted to the committee in a formal meeting. Graduate students are required to present their script and proposal orally to their committee, providing members the opportunity to evaluate the student's knowledge and understanding of the proposal as well as the student's ability to reason and present logical explanations to questions related to the completion of the proposed film. The presentation is conducted as a scholarly seminar.

Students typically enroll in nine hours of thesis credits per semester in their third year. Students must complete 18 hours of thesis work to graduate.

The completed thesis project will include the following elements:

1. A completed narrative, fiction film with a running time between 20-30 minutes
2. An copy of the production proposal, with a new, added Conclusions section.

3. The final shooting script in proper script format
4. A production book containing all relevant pre-production and production paperwork, including, but not limited to script breakdown sheets, story boards, shooting schedule, element lists (props, costumes, etc.), and all necessary release forms (actor, location, music, etc.), as well as creative documents, including shot lists, set plans, and script analysis.

When the thesis project is completed an oral examination of the candidate will be held. The oral examination is principally a defense of the thesis. This provides an opportunity for the student to present his/her work to the committee formally and for the committee to indicate its acceptance or to require further work.

[4] Graduate Courses in Digital Filmmaking (FILM)

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

FAMILY AND CONSUMER SCIENCES

Graduate Bulletin

Document Number 3.04.01

[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

Baccalaureate degree.

Statement of certification regarding completion of American Dietetic Association accredited Didactic Program in Dietetics (DPD) program.

Official transcript(s) of course work from all colleges and universities attended.

Minimum of 3.00 GPA (on a 4.00 scale).

Work experience in nutrition-related area.

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)

Core requirements (9 hours): FACS 6300, ASTL 6380 Research Methods and ASTL 6382 Educational Statistics or substitute research and statistics courses approved by department chair.

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.>).

Specialization track (12 hours): student will select one of the specialization tracks listed below.

Elective (3 hours): elective in an allied area approved by major advisor.

[3.2.2] Non-Thesis Option (36 hours)

Core requirements (9 hours): same as for thesis option.

Specialization track (15-18 hours): student will select one of the specialization tracks listed below.

Elective (9-12 hours): electives in an allied area approved by major advisor.

[3.2.3] Specialization Tracks

Clothing, Textiles and Fashion (12 hours with thesis, 15-18 hours without thesis): FACS 5330, 6303, 6305, 6306, 6309, 6320.

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.

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

Graduate Bulletin

Document Number 3.04.02

[1] Objectives

The graduate program in health sciences leads to the Master of Science degree. The program is designed to prepare students as health educators in community health settings, colleges and universities, public schools, and health care facilities.

[2] Program Admission Requirements

Application to graduate study for the Master of Science degree in Health Sciences is selective. Consideration will be given to those students who meet university admission requirements for graduate school (GPA and GRE scores) and who hold an undergraduate degree in health education or a related field or have work experience in health.

[3] Petition for Candidacy

Students must be formally accepted as a candidate before the 18th hour of graduate work. Criteria for applying for candidacy in the department include (1) submission of résumé, (2) completion of nine hours of course work with a 3.00 grade point average or above, and (3) satisfaction of all conditions for admission to the department. Additionally, the student must complete all course work with a minimum of 3.00 grade point average and no more than six semester hours of C grades. Students receiving more than two Cs in graduate courses will be dismissed from the graduate program in Health Sciences.

[4] Degree Requirements

[4.1] Thesis Option (33 hours)

1. Health Sciences core requirements (18 hours): H SC 6379, KPED 6316 or H SC 6330, H ED 6361, 6321, 5331, 5370. (For students without an undergraduate course in basic statistics, a basic statistics course may be assessed prior to admission to KPED 6316 or H SC 6330. If the course is taken at the graduate level, the course may be used as an elective in the program. Students with an undergraduate course in basic statistics may take either KPED 6316 or H SC 6330).
2. Thesis research in Health Sciences (6 hours): H SC 6380, 6390.
3. Electives (9 hours) selected with the approval of the graduate advisor to include no more than 3 hours from an allied area. Students without prior health education or related field background will complete all the elective hours in the department. Courses may be selected from the following: HED 5301,5302,5303,5306,5310,5320,5343,5350,5352,5365 or 5665;6310,6311,6345,6350,6353,6360,6371; H SC 6335

[4.2] Non-Thesis Option (36 hours)

1. Core Requirements (18 hours); same as for thesis option.
2. Electives (18 hours) selected with approval of graduate advisor to include a maximum of nine hours of electives outside the department to be chosen with approval of the graduate advisor. Students who do not have an undergraduate degree in health education or related field will complete all 18 hours of electives in the department. Courses may be selected from the following: H ED 5301, 5302, 5303, 5305, 5310, 5320, 5343,5350,5352,5365 or 5665; 6310, 6311,6345, 6350, 6353, 6360, 6371; H SC 6335

[5] Comprehensive Exams

All students must successfully complete written comprehensive examinations or present evidence of current CHES

certification. The comprehensive exam will be given during the fall and spring semesters of the regular school year. By submitting a letter of request, the student will advise the graduate coordinator of the intent to take the examination. The student is eligible to take the comprehensive examination if the student is within six hours of completion of the program and has no Cs in the program. Students with Cs will be required to write their examination after completing all course work.

[6] Graduate Courses in Health Sciences (H ED and H SC)

Follow this link for H ED and H SC course descriptions: [course link](#).

KINESIOLOGY AND PHYSICAL EDUCATION

Graduate Bulletin Document Number 3.04.03

[1] Objectives

The Department of Kinesiology and Physical Education offers the Master of Science with thesis/non-thesis option. The MS degree is designed to develop a high level of knowledge and competence in the many different professional programs associated with the discipline--pedagogy, fitness, sport leadership. The degree is a multi-purpose degree that can prepare the candidate for teaching or for service in an area outside the field of education. This degree, particularly with the thesis option, can also serve as preparation for work at the doctoral level.

[2] Program Admission and Retention Requirements

Admission to graduate study and admission to candidacy for the Master of Science degree in Kinesiology and Physical Education will be the same as stated in the current Graduate Bulletin. Score report on the Graduate Record Examinations (GRE) General Section must be submitted prior to admission.

Retention in the program will be the same as stated in the current Graduate Bulletin, except it will feature a "maximum of three Cs restriction." That is, Master of Science degree candidates majoring in Kinesiology and Physical Education will not be allowed to have more than three Cs recorded for graduate work. The fourth C earned by the degree candidate will result in dismissal from the graduate program.

[3] Degree Requirements

[3.1] Thesis Option (30 hours)

In addition to the comprehensive examination (see non-thesis option, below), the thesis candidate must complete and submit a Master's Thesis in accordance with the graduate thesis requirements in the current UCA Thesis and Dissertation Preparation Guide. 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 the 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 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 three months after initial examination.

[3.1.1] Core requirements (12 hours)

KPED 6310, 6315, 6316, 6333.

[3.1.2] Thesis research (6 hours)

KPED 6301, 6302 (The procedures for selecting and writing a thesis will be the same as prescribed in the current Thesis and Dissertation Preparation Guide).

[3.1.3] Electives (12 hours)

Selected with approval of graduate advisor to include not more than six hours from an outside field.

[3.2] Non-Thesis Option (36 hours)

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.

[3.2.1] Core requirements (12 hours)

KPED 6310, 6315, 6316, 6333.

[3.2.2] Electives (24 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 5310, 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

Graduate Bulletin
Document Number 3.04.04

[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. Graduates may also prepare as nurse educators (NE).

Students in the CNS program select a specialty area from among (1) Adult Medical-Surgical, (2) Community/Family Health, or (3) Adult Psychiatric Mental Health. The NP program focuses on primary health care; students select a specialty area from among (1) Adult, (2) Family, or (3) Adult Psychiatric Mental Health. Graduates of both programs are academically qualified to take the appropriate American Nurses Credentialing Center advanced practice certification examination. Full-time and part-time schedules are available for both programs.

[2] Accreditation/Approval

The UCA MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Arkansas State Board of Nursing.

[3] MSN Outreach

Helping BSN nurses in regions of the state under-served by MSN programs to obtain advanced nursing preparation and preparation as nurse educators, the UCA Department of Nursing offers courses in Fort Smith through cooperation with the University of Arkansas at Fort Smith, in Russellville with Arkansas Tech University, and in Pine Bluff with South East Arkansas Community College. Contact the UCA Department of Nursing for more information regarding outreach efforts. Many courses are offered on-line.

[4] Post-Master's Nurse Practitioner Options

Master's-prepared nurses seeking preparation as nurse practitioners have two options to obtain academic requirements for national certification qualification: (1) second master's degree option and (2) post-master's certificate option. These options provide a planned course of study for preparation as a nurse practitioner. Thirty credit hours are required for the second MSN degree. Completion of the option is clearly noted on the student's transcript. Contact the UCA Department of Nursing for more information regarding these options.

[5] Post-Master's Nursing Education Certificate

Graduate-prepared nurses seeking preparation as nurse educators may obtain a post-master's certificate in this area. Specialty preparation may be obtained in (1) higher education, (2) staff education, or (3) client education. Twelve credit hours are required for the certificate. Completion of the certificate is clearly noted on the student's transcript. Contact the UCA Department of Nursing for more information.

[6] RNP to MSN Option

This option allows baccalaureate prepared Advance Practice Nurse Practitioner (APN-NPs) and Registered Nurse Practitioners (RNPs) 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

Based on the Arkansas Nursing Education Articulation Model, the department offers an RN-to-BSN/MSN option for registered nurses with a diploma or associate degree. This track reduces the time required to complete the BSN and the MSN degrees. Contact the department for more information.

[8] MSN Program Admission Requirements

1. A baccalaureate degree with an upper-division major in nursing from an NLNAC or CCNE accredited nursing program (graduates of non-accredited schools will be evaluated individually).
2. A minimum GPA of 2.70 (4.00 scale) overall or 3.00 on last 60 hours of earned credit.
3. Successful completion of a course in basic statistics, with a grade of C or above.
4. Current unencumbered license as a registered nurse in Arkansas.
5. Submission of Graduate Record Examination (GRE) scores prior to admission.
6. At least one year of direct patient care clinical experience within the last three years as an RN prior to enrollment in the clinical courses. Based on the applicant's recent clinical experience, the applicant might be required to take an independent clinical practicum course prior to enrollment in the clinical courses.
7. A completed application packet which includes a resume/vita, written statement of professional goals, reference, verification of clinical practice, and copy of RN license.
8. An interview with Program Director or designee.

Note: Conditionally admitted students are ineligible to receive financial aid, including graduate assistantships, loans/scholarships, and Nurse Traineeship funds.

[9] Post-Admission Requirements

Upon acceptance to the graduate program, evidence of the following is required prior to the first nursing course: completion of demographic information form and verification of an e-mail address. Prior to initial clinical or practicum course evidence of the following must be submitted: record of tetanus/diphtheria within the past 10 years; MR immunization or positive titer, and Hepatitis B immunization or signed declination statement. Prior to each clinical or practicum course evidence of the following is required: current health insurance; professional liability insurance, unencumbered Arkansas RN license; CPR certification, and TB skin test.

[10] MSN Degree Requirements

The CNS track requires 39 hours of planned sequential graduate nursing course work. The NP track requires 39-47 hours of planned sequential graduate nursing course work. Students must also complete a Comprehensive Exam in the last semester of course work.

[11] Candidacy

Admission to candidacy for the Master of Science in Nursing degree must be completed prior to enrollment in the final 12 graduate hours of nursing coursework. It requires the following:

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] Foundation Courses for Both Tracks (CNS and NP)

[12.1.1] MSN Foundation Courses (12 hours)

NURS 6301, 6304, 6332, and 6347

[12.1.2] Advanced Practice Foundation Courses (15 hours)

NURS 6305, 6315, 6320, 6322, and 6325

[12.2] Clinical Specialty Courses for the CNS Track

[12.2.1] CNS Clinical Courses--Medical/Surgical Focus (12 hours)

NURS 6501, 6502, and 61/6254 (2 hours required)

[12.2.2] CNS Clinical Courses--Community/Family Focus (12 hours)

NURS 6505, 6506, and 61/6250 (2 hours required)

[12.2.3] CNS Clinical Courses--Adult Psychiatric/Mental Health Focus (12 hours)

NURS 6507, 6508, and 61/6258 (2 hours required)

[12.3] Clinical Specialty Courses for the NP Track

[12.3.1] NP Clinical Courses--Family Focus (17 hours)

NURS 6520, 6521, 6526, and 61/6264 (2 hours required)

[12.3.2] NP Clinical Courses--Adult Focus (12 hours)

NURS 6521, 6526, and 61/6260 (2 hours required)

[12.3.3] NP Clinical Courses--Adult Psychiatric Mental Health Focus (20 hours)

NURS 6507, 6508, 6521, and 6526

[12.4] Courses for the Nurse Educator Option

NURS 6345, 6348, and 6350 (9 hours)

[13] Graduate Courses in Nursing (NURS)

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

OCCUPATIONAL THERAPY

Graduate Bulletin

Document Number 3.04.05

[1] Occupational Therapy: Living Life to Its Fullest

The practice of occupational therapy means the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of enabling participation in roles and situations in home, school, workplace, community, and other settings. Occupational therapy services are provided for the purpose of promoting health and wellness to those who have or are at risk for developing an illness, injury, impairment, activity limitation or participation restriction. Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life.

Specific occupational therapy services include administering and interpreting assessments designed to evaluate a client's physical, cognitive, psychosocial, and functional performance; identifying intervention goals with the client; teaching personal daily living skills as well as community integration 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. Occupational therapy intervention may be provided to individuals, groups, or to society as a whole.

[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 clients 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 occupational 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 is:

ACOTE
4720 Montgomery Lane,
PO Box 31220, Bethesda, MD 20824-1220
phone: (301) 652-2682.

[2.3] Certification

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice; however, state licensures are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensures. For further information, the address for NBCOT is:

NBCOT

12 South Summit Avenue
Suite 100
Gaithersburg, MD 20877-4150
Phone: (301) 990-7979

[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 an additional 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 prior to program entry; the Bachelor of Science in Health Sciences (Occupational Therapy emphasis) is awarded following the fifth semester in the professional curriculum. Prerequisite courses may be completed at UCA or at another 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 nine semesters (combined undergraduate and graduate courses) 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/observation experience under the supervision of one 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 begin the application process 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
H SC 3123	1
SOC 1300	3
PSYC 1300	3
FACS 2341 or PSYC 2370	4

PSYC 2330 or SOC 2321	3
PSYC/SOC Elective (SOC 4334 or 4343 recommended)	3

6. Students working toward a first bachelor of science degree will have earned at least 70 credit hours and must have completed all general education course work as described in the UCA Undergraduate Bulletin.

7. Submit GRE General Test scores prior to admission to graduate school.

[2.6] Departmental Admissions Procedure

Entry into the program is by application and competitive admission only. Applications to the program become available by November 15 and are due in the program office by February 1 for consideration for entry the following May Intersession. All applications are reviewed by the Occupational Therapy Admissions Committee. Admission criteria may include cumulative GPA, biological/physical science GPA, behavioral science GPA, volunteer/observation experience, personal interview, and essay. Candidates are ranked according to a formula that is applied to the overall cumulative, behavioral science, and biological/physical science GPAs. Top-ranked candidates are invited for an interview. On the interview date, these candidates also complete a short essay on a topic related to occupational therapy. Candidates are scored on their interview performance and on the essay. Final ranking of candidates is based on the interview, essay scores, volunteer/observation experience, and GPA. In addition to the selected candidates, a ranked alternate list is established. Individuals may be chosen from the alternate list to replace applicants who decline their appointment at any time, up to the date of enrollment. Preference is given to Arkansas residents; admission of out-of-state residents is limited.

Applicants who believe that they have been treated differently from other candidates in admissions decisions are to contact the Occupational Therapy Department Chair for information about the appeals process. All appeals must begin at the department level.

[2.7] Tuition and Fees

Occupational therapy students pay UCA general registration and other mandatory fees plus combined health science and departmental fees of \$19 per credit hour each semester. Information on general registration and other mandatory fees is available from the business office. Textbooks cost approximately \$500 per semester. Fees are subject to change.

[2.8] Professional Courses

Undergraduate courses taken during the first year of the professional curriculum (course descriptions appear in the Undergraduate Bulletin) are listed here:

OTHY 3125	Independent Living Strategies for Activities of Daily Living
OTHY 3215	Group Process and Communication Skills in Occupational Therapy
OTHY 3223	Introduction to Occupational Therapy
OTHY 4230	Occupations Across the Lifespan
OTHY 3241	Clinical Conditions II
OTHY 3330	Therapeutic Activities in Occupational Therapy
OTHY 3340	Clinical Conditions I
OTHY 4125	Independent Living- Strategies for Instrumental Activities of Daily Living
OTHY 4127	Level I Fieldwork, Rotation 1

OTHY 4128	Level I Fieldwork, Rotation 2
OTHY 4270	Pharmacology in Rehabilitation
OTHY 4335/5335	Introduction to Pediatrics
OTHY 4308/5308	Foundations in Occupational Therapy
OTHY 4300	Functional Neuroanatomy
OTHY 4317/5317	Functional Kinesiology
OTHY 4321/5321	Evaluation and Treatment in Physical Disabilities I
OTHY 4325	Foundations in Mental Health for Occupational Therapy
OTHY 4330/5330	Introduction to Research
OTHY 4355	Evaluation and Treatment in Pediatrics I
OTHY 4365/5365	Evaluation and Treatment in Mental Health I
OTHY 4380/5380	Evaluation and Treatment in Physical Disabilities II
OTHY 4400	Gross Anatomy

Required graduate courses for the entry-level curriculum are OTHY 6100, 6101, 6125, 6220, 6301, 6304, 6308, 6311, 6312, 6314, 6315; and 6621, 6631, or 6641 (must complete two of the three); KPED 6316; for thesis, enroll in OTHY 6320 Thesis, for a total of 6 credits, plus 6 hours electives; for non-thesis, enroll in 15 hours of electives. (For course descriptions, see section below.)

[3] Graduate Courses in Occupational Therapy (OTHY)

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

PHYSICAL THERAPY

Graduate Bulletin Document Number 3.04.06

[1] Mission

The mission of the UCA Department of Physical Therapy is to develop outstanding physical therapy professionals who are practicing autonomously in the global clinical and research communities and to model excellence in education, research, and service.

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

[2.1] Program Admission Requirements

Beginning in 2009, applications to the Professional DPT Program must be submitted using the Physical Therapist Centralized Application Service (PT-CAS) at www.ptcas.org.

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

All applicants to the Professional DPT Program must submit the following:

1. Evidence of a minimum cumulative GPA of 3.00 on a scale of 4.00 and a science GPA of 3.00 on a scale of 4.00 for all biology, chemistry, and physics course work.
2. A score report for the Graduate Record Examinations (GRE).
3. Documentation of 45 hours of PT observations at three different clinical settings (10-20 hours per facility).
4. Any required application fee (if a fee is required, that information will be provided in the on-line application packet available at www.uca.edu/pt).
5. Evidence of completion of the following courses or their equivalents:

	SCH
General Psychology (PSYC 1300) and a Psychology elective	6
Chemistry (CHEM 1402 and 2450 or 1450 and 1451; other courses such as CHEM 2401 and 3411 are available by approval)	8
Physics (PHYS 1410 and 1420; Physical Science not accepted)	8
Biology, including the following: 4 hours of Biology 1440 or equivalent, at least 8 hours of Human Anatomy and Physiology; 4 hours of Histology, 6 hours of upper division, animal-based biology	22
Statistics (PSYC 2330, MATH 2311, SOC 2321, QMTH 2330)	3
Medical Terminology (H SC 3123)	1
Total Hours Required	48

6. Documentation of completion of 30 of the 38 hours of science course work prior to the application deadline.

In addition, students **accepted** to DPT program must submit two official transcripts from every college attended, including a transcript showing an earned baccalaureate degree from an accredited institution, to the UCA Graduate School. The degree must be awarded by the August enrollment date. (Students pursuing a baccalaureate degree at UCA may want to consider the BS in Health Sciences with a physical therapy emphasis.)

[2.2] Options for Admission

The professional curriculum in physical therapy has enrollment limitations, and entry is by specific application and competitive admission. Three options exist for application to the professional DPT program.

[2.2.1] Freshman Admission

Application Deadline: Selection of this option should be confirmed with the pre-PT advisor by October 15 of the freshman year.

Students who begin study at UCA as a freshman and score at least a 30 on the ACT (from high school) or 1320 on SAT (verbal and math) will be accepted into the Professional DPT program. Specific performance standards must be met in order to maintain the position in the program. Actual enrollment into the professional program will occur after completion of the baccalaureate degree.

To maintain freshman admission:

- Take all coursework at UCA;
- Complete the GRE by DPT application deadline (Oct 15);
- Attend three Pre-PT Club meetings each year (12 total in 4 years);
- Maintain a 3.70 cumulative GPA and a 3.50 science GPA for all undergraduate work;
- Complete 45 hours of observation at three different physical therapy clinics/facilities by application deadline;
- Be enrolled in 30th hour of 38 required science hours in fall semester prior to the year of enrollment in the DPT program;
- Complete the baccalaureate degree and all required prerequisites by August of the year of enrollment in the DPT program;

No interview is required of applicants entering the program under Freshman Admission. Contact the UCA Pre-Physical Therapy Advisor for more details regarding Freshman Admission.

[2.2.2] Early Admission

Application Deadline: October 15 each year.

Beginning in 2009, applications to the Professional DPT Program must be submitted using the Physical Therapist Centralized Application Service (PT-CAS) at www.ptcas.org.

In addition to meeting the general requirements of the Graduate School, the applicant must complete the application using the Physical Therapist Centralized Application Service (www.ptcas.org) and a supplemental application (available on line at uca.edu/pt/)

Early Admission is designed for applicants who possess a high cumulative and science GPA and a high GRE score. Students applying under this option may complete undergraduate work at any accredited college or university. Applicants who apply for Early Admission will receive an admission decision by December 15 prior to the year the student enters the professional DPT program. Only the top students academically will be accepted via the Early Admission option.

To be eligible for Early Admission, the applicant must:

- Possess a minimum cumulative GPA of 3.60 and a minimum science GPA of 3.40;
- Possess a minimum GRE score (combined verbal and quantitative) of 1000 with a minimum score of 4.0 on the writing section of the exam;
- Complete 45 hours of observation at three different physical therapy clinics/facilities by the DPT application deadline;
- Be enrolled in the 30th hour of 38 required science hours in the Fall semester in which they apply;
- Successfully complete an interview by the Admission Committee.

Application deadline for early admission is October 15 of each year. The application is posted at the American Physical Therapy Association's PTCAS <http://www.ptcas.org>

All applicants who meet the qualifications for Early Admission are invited to a mandatory interview scheduled for early November. The DPT Admission Committee Chair will inform invited applicants of their interview time. The interview is used to assess such factors as the ability to present oneself professionally, to use verbal and non-verbal communication appropriately, to express knowledge about the profession of physical therapy, to function within the group for the interview, and to express ideas quickly and succinctly. Applicants accepted via Early Admission are notified by December 15. Applicants to the Early Admission process who are not selected will automatically be transferred to the Regular Admission pool.

If accepted, the student must complete all remaining science requirements with a grade of B or better.

[2.2.3] Regular Admission

Application Deadline: January 15 each year

Those applicants not using the Freshman Admission or Early Admission option must complete an application for Regular Admission. **The deadline for Regular Admission is January 15 of the year of planned enrollment.** Beginning in 2009, applications to the Professional DPT Program must be submitted using the Physical Therapist Centralized Application Service (PT-CAS) at www.ptcas.org. In addition to meeting the general requirements of UCA's Graduate School, the applicant must complete the application using the Physical Therapist Centralized Application Service (www.ptcas.org) and a supplemental application (available on line at uca.edu/pt/)

To be eligible for Regular Admission, by the application deadline, the applicant must:

- Possess a cumulative GPA of at least a 3.0 based on a 4.0 scale;
- Possess a science GPA of at least 3.00 for all biology, chemistry, and physics course work;
- Have received a score on the Graduate Record Examination (GRE);
- Have completed a minimum of 30 hours of the 38 required hours of science prerequisites by the DPT application deadline;
- Have completed 45 hours of PT observation at 3 different clinical settings (10-20 hours per facility) by the application deadline.

All applications of candidates who meet qualifications for Regular Admission are reviewed by the DPT Admission Committee composed of physical therapy faculty, other departmental faculty, the Graduate Dean, and the Registrar. Applicants are ranked using a composite score derived from the cumulative grade point average (CGPA), the science grade point average (SGPA), points on extra science course work above the first year level, and scores on the GRE. Of the criteria, the SGPA is weighted most heavily. The top applicants are invited to a mandatory interview scheduled for February. The DPT Admission Committee Chair will inform invited applicants of their interview time. The interview is used to assess such factors as the ability to present oneself professionally, to use verbal and non-verbal communication appropriately, to express knowledge about the profession of physical therapy, to function within the group for the interview, and to express ideas quickly and succinctly.

Applicants accepted for admission are notified of acceptance in early February. A ranked alternate list is also prepared. Individuals may be chosen from this list to replace applicants who decline their appointment at any time, up to the date of August 1. Ranking as an alternate is indicative of the Committee's high opinion of a candidate's potential, but does not assure placement in the class or in any future class. If class positions are not filled in the first application process, applications will be received until all class positions are filled or until August 1.

Students who do not meet the stated criteria for admission may appeal to the DPT Admission Committee. Requests for exceptions to the prerequisite course work and policies must be submitted to the DPT Admission Committee by the application deadline. Failure to be admitted does not prevent reapplying for a later year.

Grade Point Averages for recent course work (30 semester hours or 45 quarter hours): The GPA for recent course work may be considered by the DPT Admission 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 minimal 2.75 cumulative GPA requirement and a minimal 3.00 science GPA requirement must be met prior to utilizing this option. No more than 8 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 45 quarter hour equivalents are obtained. All courses are included. No more than one-fourth of the non-science course work included in the recent course work GPA may be repeated course work. All other requirements still apply.

[2.3] Tuition and Fees

In addition to the general registration and other mandatory fees established by the university, a departmental fee of \$11.00 per semester hour and a \$5.00 per semester hour lab fee are required for physical therapy course work. Information on general registration and other mandatory fees is available from the Business Office. No departmental fee is required during the full-time clinical work. Textbooks cost approximately \$2,200 for the DPT curriculum, and other required fees total approximately \$200. Fees are subject to change at any time.

[2.4] Accreditation Status

The Doctor of Physical Therapy (professional degree) is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the APTA. Contact information for CAPTE is 1111 North Fairfax Street, Alexandria, VA 22314; e-mail: accreditation@apta.org; phone: (800) 999-2782 or (703) 706-3245.

[2.5] Professional Curriculum (126 hours)

PHIL 5350 Health Care Ethics
PTHY 5370 Pathology I
PTHY 5403 Human Physiology
PTHY 5505 Gross Anatomy
PTHY 6240 Pathology II
PTHY 6250 Pharmacology in Physical Therapy
PTHY 6305 Fundamental Skills in Physical Therapy
PTHY 6314 Neurophysiological Principles of Motor Control
PTHY 6316 Therapeutic Agents
PTHY 6336 Psychosocial Aspects of Physical Disability
PTHY 6340 Research Design
PTHY 6353 Independent Studies in Physical Therapy
PTHY 63XX/73XX Elective
PTHY 6401 Kinesiology I
PTHY 6402 Kinesiology II
PTHY 6405 Therapeutic Exercise
PTHY 6424 Clinical Administration and Management
PTHY 6501 Neuroscience
PTHY 7106 Educational Roles in Physical Therapy
PTHY 7109 Outcomes Assessment in Physical Therapy
PTHY 7203 Patient Management I
PTHY 7205 Professional Issues in Physical Therapy
PTHY 7208 Patient Management II
PTHY 7210 Integumentary System: Principles and Practice
PTHY 7228-7528 Clinical Education Practicum in Physical Therapy
PTHY 7303 Differential Diagnosis and Clinical Reasoning in Physical Therapy
PTHY 7405 Musculoskeletal Physical Therapy II
PTHY 7408 Clinical Electrophysiological Intervention
PTHY 7410 Neuromuscular Physical Therapy: Complex
PTHY 7505 Musculoskeletal Physical Therapy I
PTHY 7515 Neuromuscular Physical Therapy: Infancy to Adolescence
PTHY 7516 Neuromuscular Physical Therapy: Adult
PTHY 7520 Cardiopulmonary Principles and Practice

[3] Post-Professional Doctor of Physical Therapy (PP-DPT) Degree

The post-professional Doctor of Physical Therapy (PP-DPT) degree program requires the development of skills essential to a doctoring professional and some elective work for advanced competencies. The program consists of 36 credits of core courses and 6 credits of electives. Selected courses are available online and the University plans to offer

the entire post-professional DPT degree online pending approval of the Higher Learning Commission. All course offerings meet the UCA Principles of Electronically Offered Courses.

Students may enter the PP-DPT program having completed a master's degree in physical therapy. Students must hold a license to practice physical therapy in a state or territory of the United States. The credit-hour requirements for completion of the DPT degree are as follows:

Entry Degree	Credit hours required
Master's Degree in Physical Therapy	42 credit hours (up to 6 hours of post-professional graduate course work) from another accredited institution may be transferred for elective course work

[3.1] Program Vision

The post-professional Doctor of Physical Therapy (PP-DPT) degree 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 degree program focuses on content the profession has determined is essential to the practice capabilities of holders of the clinical doctorate.

[3.2] Program Objectives

A graduate of the PP-DPT degree program

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, integumentary, and cardiopulmonary) and exhibits advanced clinical skills in at least one of these areas.
4. Mentors less experienced therapists in at least one area of practice, provides consultation to patient/clients and other health care practitioners, and facilitates the client referral process.
5. Uses evidence-based practice where evidence is available and consensus-based practice when necessary.
6. Evaluates clinical practice outcomes for individual patients/clients and for populations.
7. Participates in clinical scholarship (including dissemination of new findings to colleagues through presentations and publications), clinical administration, and clinical or academic teaching.
8. Advances the profession of physical therapy through participation in activities of professional organizations, accreditation agencies, patient and legislative advocacy, public health policy decisions, and other professional roles.

[3.3] Admissions Requirements

1. Earned professional degree in physical therapy (MS or MPT).
2. Completion of the Graduate Record Examination.
3. A GPA of at least a 3.0 (based on a 4.0 scale) for the professional degree and any graduate course work taken since earning the professional degree.
4. Admission to graduate school at UCA.
5. Current license to practice physical therapy in the United States or its territories.

[3.4] Curriculum for the PP-DPT

[3.4.1] For the Student with a Master's Degree

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Course Number	Course Title	Credits
PTHY 7217	Professional Self-Assessment	2
PTHY 7310	Professional Leadership in Physical Therapy	3
PTHY 7320	Research Methods in Physical Therapy	3
PTHY 7322	Evidence-based Practice	3
PTHY 7388	Lifespan Motor Development	3
PTHY 6250	Pharmacology in Physical Therapy	2
PTHY 7314	Applied Histology and Physiology	3
PHIL 5350	Health Care Ethics	3
PTHY 7365	Differential Diagnosis in Physical Therapy	3
PTHY 7215	Professional Management	2
PTHY 7220	Wellness and Advanced Health Management	2
PTHY 7315	College Teaching	3
PTHY 7211	Diagnostic Imaging	2
PTHY 7207	Professional and Clinical Outcomes Assessment	2
	Electives from Existing Courses	6
	Total	42

[4] Doctor of Philosophy (PhD)

[4.1] Objectives

The PhD degree program graduate will demonstrate

1. Skill in conducting original research and providing evidence of an understanding of research designs;
2. The ability to formulate hypotheses, plan methodologies, gather data (quantitatively and qualitatively), and draw conclusions;
3. Effective communication and dissemination of research findings;
4. 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. Breadth of knowledge of the discipline and the research literature; and
6. The ability to teach at beginning and advanced levels of instruction;

[4.2] 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 and should contact the department for further information. The following materials must be submitted:

1. A completed application for admission to the Ph. D. program from the Department of Physical Therapy (online application and resources at <http://www.uca.edu/divisions/academic/pt>)
2. An application for admission to the Graduate School at the University of Central Arkansas (online application and resources at http://www.uca.edu/uca/graduateschool/admission_process)
3. Scores of the Graduate Record Examination (GRE). A minimum of 1000 is required on the general test and a minimum of 3.5 is required on the analytical writing test (<http://www.uca.edu/divisions/academic/graduate>)
4. Score of the Test of English as a Foreign Language (TOEFL) is also needed for international students. Contact the Graduate Office for the minimum acceptable score.
5. Two letters of reference

6. A brief letter indicating a statement of purpose
7. Verification (transcripts) of completion of a CAPTE accredited physical therapy curriculum or equivalent * with a cumulative grade point average of at least a 3.0 (4.0 scale)
8. *International students should refer to <http://www2.uca.edu/newweb/international/> for important additional requirements concerning graduate admissions
9. A current copy of a license to practice physical therapy in Arkansas or a letter from the Arkansas State Board of Physical Therapy (<http://www.arptb.org/>) as proof of license eligibility (Arkansas license must be in place within six months of admission to Ph. D. program or student will not be allow to continue doctoral studies)

[4.3] Admission Process

[4.3.1] 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.

[4.3.2] 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.

[4.4] Residency Requirements

A minimum of three years of study will be necessary to attain the level of achievement required for completion of the Doctor of Philosophy in Physical Therapy 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 in the form of two full semesters (Fall/Spring), or three Summer semesters. The minimum time for a Summer semester will be 10 weeks, while the minimum for a Spring/Fall semester will be 15 weeks each semester. During this residency, the student is required to be registered full time (9 credits) or part-time (6 credits) and should be expected to serve as a research or teaching assistant within the department. Specific requirements of the residency will be negotiated with the research advisor.

[4.5] 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 therapy and its practice environments and culture. The program of study will be individualized for each student based upon current skills in statistics, research design, and a specific interest area. The program includes a major field, independent scholarship (consisting of core and research courses), and elective courses that provide breadth within the student's interest area.

Apprenticeship to and close association with faculty members allow the student to evaluate pertinent literature, determine issues and problems, apply appropriate principles and procedures, and commit to ethical practices necessary for research. The course of study is individualized for each student based upon recommendations by a faculty advisor and two committee members. A minimum of 60 credits beyond the master's degree is required. An individual holding the doctor of physical therapy (DPT) degree may be allowed to apply up to 15 hours of course credit from the DPT degree toward the PhD. Minimum credits for master's degree holders are outlined below.

[4.5.1] Core Courses (33 credits) [CLICK FOR ADDENDUM - REVISIONS, 2010, §§ 4.5.1, 4.5.2, 4.5.3](#)

Through seminars and specific courses, students learn to interpret the implications of research and identify complex questions and possible answers for the profession. The core emphasizes pertinent issues for physical therapy

researchers and educators as well as continuous involvement in scholarship.

Course Number	Course Title	Credit Hours
PTHY 6116	Research Seminar I	1
PTHY 6216	Research Seminar II	2
PTHY 7388	Lifespan Motor Development	3
PTHY 7305	Scientific Bases for Motor Control/Development	3
PTHY 7310	Professional Leadership in Physical Therapy	3
PTHY 7315	College Teaching in Physical Therapy	3
PTHY 7320	Research Methods in Physical Therapy	3
PTHY 7322	Evidenced-Based Practice	3
<i>OR</i>		
PTHY 7323	Efficacy in Physical Therapy Practice	3
PTHY 7102-7902	Dissertation (variable credit 1-9 for total of 12)	12

[4.5.2] Research Courses (12 credits chosen from the following)

Research courses foster the development of skills in research design and statistical analysis. Students acquire the tools essential for conducting research and effectively disseminating the findings.

PTHY 7101-7901	Advanced Research in Physical Therapy (variable credit 1-9)	1-9
PTHY 7316	Advanced Biomechanical and Kinesiological Analysis	3
PSYC 6330	Advanced Psychological Statistics	3
KPED 6316	Data Analysis	3

*PTHY 7101-7901 may be repeated as needed. The student will learn to use the research tools necessary for the dissertation and professional scholarship.

[4.5.3] Elective Courses (Interest Area) (15 credits chosen from the following)

The elective courses foster development of breadth in the student's area of interest. The student's committee will approve specific courses to complement the research focus. Students may not repeat for credit any course equivalent to one taken for a previous degree.

ELECTIVES		
PTHY 6250	Pharmacology in Physical Therapy	2
PTHY 6330	Transdisciplinary Assessment of Young Children	3
PTHY 6335	Advanced Spinal Cord Injury Management	3
PTHY 6354	Transdisciplinary Intervention of Young Children	3
PTHY 7211	Diagnostic Imaging	2
PTHY 7220	Wellness and Advanced Health Management	2
PTHY 7304	Foundations in Sports Physical Therapy	3
PTHY 7306	Sports Physical Therapy: The Lower Extremity	3
PTHY 7308	Evaluation and Treatment of the Cervical Spine	3
PTHY 7309	Lumbopelvic Dysfunction	3
PTHY 7311	Developmental Anatomy	3

PTHY 7312	Sports Physical Therapy: The Upper Extremity	3
PTHY 7329	Application of Physical Therapy in Geriatrics	3
PTHY 7314	Applied Histology and Physiology	3
PTHY 7333	Occupational Health and Work Injury Management	3
PTHY 7334	Aquatic Therapy	3
PTHY 7337	Wound Management in Physical Therapy	3
PTHY 7345	Advanced Electrophysiological Assessment	3
PTHY 7350	Clinical Assessment of peripheral nervous system compromises for the sports, orthopedic, and industrial therapist.	3
PTHY 7360	Advanced Examination and Evaluation in Pediatrics I	3
PTHY 7361	Advanced Examination and Evaluation in Pediatrics II	3
PTHY 7365	Differential Diagnosis in Physical Therapy	3
PTHY 7380	Geriatric Orthopedics	3
PTHY 7390	Advanced Gross Anatomy	3
PTHY 6138-6338	Directed Graduate Study (variable credit 1-3)	1-3
PTHY 6101-6301	Special Problems in Physical Therapy (variable credit 1-3)	1-3

*PTHY 6301 and 6338 may be repeated.

[5] Graduate Courses in Physical Therapy (PTHY)

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

UCA Graduate Bulletin 2009–2011

Addendum to Document 3.04.06, Physical Therapy Revision to §§ 4.5.1 through 4.5.3, Doctor of Philosophy for Students Entering the Program in 2010 [2013-09-14/jag]

Return to original 2009–2010 § 4.5.1.

[4.5.1] Core Courses (27 credits + 12 credits of dissertation)

Through seminars and specific courses, students learn to interpret the implications of research and identify complex questions and possible answers for the profession. The core emphasizes pertinent issues for physical therapy researchers and educators as well as continuous involvement in scholarship.

Course	Course Title	Credit Hours
PTHY 7388	Lifespan Motor Development	3
PTHY 7316	Advanced Biomechanical and Kinesiological Analysis	3
PTHY 7310	Professional Leadership in Physical Therapy	3
PTHY 7315	College Teaching in Physical Therapy	3
PTHY 7322	Evidenced-Based Practice	3
KPED 6316	Data Analysis	3
SPTH 7110	Grant writing internship	1
SPTH 7210	Grant writing pedagogy	2
PSYC 6330	Advanced Psychological Statistics	3
PSYC 6331	Research Design	3
PTHY 7102-7902	Dissertation (variable credit 1-9 for total of 12)	12

[4.5.2] Guided Elective Courses (6 credits chosen from the following)

Guided electives provide for more in depth study, allowing students to acquire the tools essential for conducting research and effectively disseminating the findings.

Course	Course Title	Credit Hours
PTHY 7101–7901	Advanced Research in Physical Therapy (variable credit 1-9)*	1-9
PSYC 7315	Application of general linear models	3
PSYC 7320	Regression and multivariate analysis	3
PTHY 7385	Teaching Practicum	3
PTHY 7390	Advanced Gross Anatomy	3

* PTHY 7101–7901 may be repeated as needed. The student will learn to use the research tools necessary for the dissertation and professional scholarship.

[4.5.3] Elective Courses (Interest Area) (15 credits chosen from the following)

The elective courses foster development of breadth in the student's area of clinical interest. These courses are typically taken by those entering with a Master’s degree in order to fulfill the 60 credit hour requirement. The student's committee will approve specific courses to complement the research focus. Students may not repeat for credit any course equivalent to one taken for a previous degree.

Course	Course Title	Credit Hours
PTHY 6250	Pharmacology in Physical Therapy	2
PTHY 6330	Transdisciplinary Assessment of Young Children	3
PTHY 6335	Advanced Spinal Cord Injury Management	3
PTHY 6354	Transdisciplinary Intervention of Young Children	3
PTHY 7211	Diagnostic Imaging	2
PTHY 7220	Wellness and Advanced Health Management	2
PTHY 7304	Foundations in Sports Physical Therapy	3
PTHY 7306	Sports Physical Therapy: The Lower Extremity	3
PTHY 7308	Evaluation and Treatment of the Cervical Spine	3
PTHY 7309	Lumbopelvic Dysfunction	3
PTHY 7311	Developmental Anatomy	3
PTHY 7312	Sports Physical Therapy: The Upper Extremity	3
PTHY 7329	Application of Physical Therapy in Geriatrics	3
PTHY 7314	Applied Histology and Physiology	3
PTHY 7333	Occupational Health and Work Injury Management	3
PTHY 7334	Aquatic Therapy	3
PTHY 7337	Wound Management in Physical Therapy	3
PTHY 7345	Advanced Electrophysiological Assessment	3
PTHY 7350	Clinical Assessment of peripheral nervous system compromises for the sports, orthopedic, and industrial therapist.	3
PTHY 7360	Advanced Examination and Evaluation in Pediatrics I	3
PTHY 7361	Advanced Examination and Evaluation in Pediatrics II	3
PTHY 7365	Differential Diagnosis in Physical Therapy	3
PTHY 7380	Geriatric Orthopedics	3
PTHY 7390	Advanced Gross Anatomy	3
PTHY 6138-6338	Directed Graduate Study (variable credit 1-3)*	1-3
PTHY 6101-6301	Special Problems in Physical Therapy (variable credit 1-3)*	1-3

*PTHY 6301 and 6338 may be repeated.

PSYCHOLOGY AND COUNSELING

Graduate Bulletin

Document Number 3.04.07

[1] Departmental Admission and Retention Requirements

In addition to the general requirements for admission to the graduate school, students approved are required to submit scores on the General Section of the Graduate Record Examinations (GRE). Applications to specific programs must be made to the Department of Psychology and Counseling. In some cases personal interviews may be required.

Graduate students must be admitted to a specific program before taking any graduate courses.

[2] General steps in pursuing a master's degree in Psychology or Counseling

1. An application and typed essay to a specific program must be filed with the program chairperson of the Psychology/Counseling department, including
 - a. Three letters of recommendation from former college professors or individuals otherwise qualified to comment on your professional and academic potential
 - b. Submission of transcripts of all completed course work
 - c. GRE scores (general section)
 - d. Completion of any prerequisites or other requirements specific to individual programs
2. Admissions Committee approval
3. Petition for Candidacy must be completed and submitted to the Graduate School prior to, or during the semester of, completing one-half of required coursework.
4. Comprehensive examinations must be completed satisfactorily before internship.
5. Register for internship course and file for graduation.

[3] Critical Dates in Master's Programs

[3.1] Deadlines for application to the program

March 15 for summer and fall admissions

July 15 for fall admissions

February 10 for Ph.D. admissions

[3.2] Comprehensive Examinations

Fall Testing date: 2nd Tuesday in November for students who will intern in the spring

Spring Testing date: 1st Tuesday in April for students who will intern in the fall

School Psychology students: Masters students take written comprehensive exams in the fall of the second year. Doctoral students take written and oral comprehensive exams in the spring of the fourth year.

[4] Grade Requirements for Continued Enrollment

Students receiving three Cs in graduate courses will not be permitted to continue in the program, nor will they be permitted to enroll in any other program in the Department of Psychology and Counseling.

[5] Community Counseling Program

[5.1] Purpose

Courses in counseling are designed to (1) provide the student with competencies necessary to provide counseling services in a variety of clinical settings and (2) meet counseling licensure requirements in Arkansas.

[5.2] Master of Science Degree

The department offers the Master of Science degree in Community Counseling. Successful completion of 60 semester hours of graduate credit is required for the MS degree in Community Counseling.

[5.2.1] Course requirements for Community Counseling Program (60 hours)

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

Required Coursework (48 hours): PSYC 6314, PSYC 6325, PSYC 6354, PSYC 6355, PSYC 6356, PSYC 6370, PSYC 6372, PSYC 6393, PSYC 6398, COUN 6334, COUN 6341/6642, COUN 6342, COUN 6350, COUN 6360, COUN 6381, COUN 6382.

Electives (12 hours): choose 4 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 3000 hours of post-degree, 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] Counseling Psychology Programs

The department offers a M.S. program in Counseling Psychology and a doctoral emphasis in Counseling Psychology (a track in the PhD program in School Psychology):

The doctoral emphasis in Counseling Psychology is designed to prepare professional Counseling Psychologists who understand psychological theories, principles, and techniques and can apply this knowledge for the assessment and treatment of psychological conditions in a variety of community mental health settings.

The M.S. degree in Counseling Psychology is designed so that it may serve either as an entry point into professional employment or as preparation for a doctoral program. The M.S. program emphasizes 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 for Counseling Psychology can be approved, an applicant must have

1. Completed, typed application form
2. Twelve semester hours of undergraduate preparation in psychology.
3. Official transcripts of all completed college course work.
4. Official Graduate Record Examinations (GRE) scores on the General Section, must include Verbal and Quantitative sections.
5. Three letters of recommendation from former college professors or individuals otherwise qualified to comment on the applicant's professional and academic potential.
6. 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] Course Requirements for Counseling Psychology

The department offers:

1. A 60 semester hour M.S. degree (including a one-semester, full-time internship).
2. A 120 semester hour doctoral emphasis in Counseling Psychology (120 semester hours, including coursework, practica, dissertation, and a one- year, full-time internship). The Counseling Psychology curriculum is a track in the doctoral program in School Psychology.

Students must apply either the M.S. or the doctoral emphasis in Counseling Psychology. Admission to the M.S. program does not imply continuation in the Ph.D. program.

Curriculum Requirements for M.S. in 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, 6342; 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,

All electives must be approved by advisor.

- Only three hours of problem courses may be used in the program.
- 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.

Curriculum Requirements for doctoral emphasis in Counseling Psychology (120 total degree hours required)

Fall Year 1

P7360 Foundations of Counseling Psych
P6330 Advanced Statistics
P6354 Theories of Counseling
P6398 Legal and Ethical Issues

Spring Year 1

P6314 Psychopathology
P6331 Research Design
C6350 Counseling Process and Skills
P6356 Group Therapy

Summer Year 1

P6370 Advanced Development Psychology
P7315 General Linear Models
P6393 Marriage and Family Therapy

Fall Year 2

C6381 Counseling Practicum I
P6313 Psycho-Ed Assessment I
P7141 Doctoral Research Seminar
P7361 Psychological Treatments
P7320 Multivariate Statistics

Spring Year 2

C6382 Counseling Practicum II
P6379 Personality Assessment
P7141 Doctoral Research Seminar
P6316 Child Psychopathology

Summer Year 2

P7312 Learning and Cognition
P6355 Multicultural Issues in Counseling
P7141 Doctoral Research Seminar

Fall Year 3

P7365 Doctoral Practicum in Counseling Psychology
C6342 Career Development
P6376 Psycho-Ed Assessment II
P7330 Research/Grant Writing

Spring Year 3

P7365 Doctoral Practicum in Counseling Psychology
P6315 Applied Behavior Analysis
P6363 Advanced Social Psychology

Summer Year 3

P7365 Doctoral Practicum in Counseling Psychology
P7325 Physiological Psychology

Fall Year 4

P7365 Doctoral Practicum in Counseling Psychology
P8315 Mental Health Promotion & Prevention
P6310 Dissertation

Spring Year 4

P6310 Dissertation
P6373 Consultation/Supervision
*Doctoral Comprehensive Exams

Summer Year 4

P9310 Dissertation

Fall Year 5

PSYC 9605 Doctoral Internship in Psychology

Spring Year 5

PSYC 9606 Doctoral Internship in Psychology

Total Semester Hours: 120

[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.

Required components for an application to the School Psychology program include:

1. Completed, typed application form
2. Twelve (12) successfully completed semester hours of undergraduate preparation in psychology
3. Goal statement - The goal statement should include an explanation (1-3 pages in length) of why you chose to pursue a career in School Psychology and why you have chosen to pursue graduate studies at the University of Central Arkansas.
4. Three letters of recommendation - These letters are to be sent directly to:
School Psychology Program Director
Department of Psychology and Counseling
Box 4915
Conway, AR 72035-0001
At least one letter should be from a person familiar with your academic performance.
5. Official copy of scores from Graduate Record Examination - must include Verbal and, Quantitative portions of exam.
6. Official transcripts of all completed college coursework.

[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, dissertation, and internship.

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

Curriculum for the Specialist-Level Certification Program

Fall Year 1

PSYC 6330 Advanced Psychological Statistics
PSYC 6354 Theories of Psychotherapy and Counseling
PSYC 6370 Advanced Developmental Psychology
PSYC 6375 Professional School Psychology

Spring Year 1

PSYC 6313 Psycho-Educational Assessment I
PSYC 6314 Psychopathology
PSYC 6331 Research Design
PSYC 6373 Individual and Organizational Consultation

Summer Year 1

PSYC 6335 Identification and Remediation of Learning Problems
PSYC 6398 Legal and Ethical Issues in Psychology and Counseling
PSYC 7325 Physiological Psychology
Elective (PSYC 6355, PSYC 6356, PSYC 6393)

Fall Year 2

PSYC 6315 Applied Behavior Analysis
PSYC 6332 School Psychology Practicum I
PSYC 8305 Intervention I
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 6333 School Psychology Practicum II
PSYC 6376 Psychoeducational Assessment II
PSYC 7310 Behavioral and Emotional Assessment of Children

Fall and Spring, Year 3

PSYC 6342 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 6330 Advanced Psychological Statistics

PSYC 6354 Theories of Psychotherapy and Counseling
PSYC 6360 Organization and Operation of Schools: Implications for School Psychologists

PSYC 6370 Advanced Developmental
PSYC 6375 Professional School Psychology

Spring Year 1

PSYC 6313 Psycho-Educational Assessment I
PSYC 6314 Psychopathology
PSYC 6331 Research Design

PSYC 6373 Individual and Organizational Consultation

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

Fall Year 2

PSYC 6315 Applied Behavior Analysis
PSYC 6332 School Psychology Practicum I
PSYC 7141 Doctoral Research Seminar in School Psychology
PSYC 8305 Psycho-Educational Intervention I
*Master's Comprehensive Exams

Spring Year 2

PSYC 6333 School Psychology Practicum II
PSYC 6376 Psychoeducational Assessment II
PSYC 7141 Doctoral Research Seminar in School Psychology
PSYC 7310 Behavioral and Emotional Assessment of Children

Summer Year 2

PSYC 6355 Multicultural Issues in Psychology and Counseling

PSYC 6356 Group Psychotherapy and Counseling
PSYC 7141 Doctoral Research Seminar in School Psychology
PSYC 7315 Application of General Linear Models to Experimental Design

Fall Year 3

COUN 6381 Practicum in Counseling I
PSYC 7320 Regression and Multivariate Analysis
PSYC 7330 Research/Grant Writing (Grant for dissertation research)

Spring Year 3

PSYC 6363 Advanced Social Psychology
PSYC 7305 Doctoral Practicum in School Psychology I
PSYC 8310 Psychoeducational Intervention II

Summer Year 3

PSYC 7325 Physiological Psychology
PSYC 9310 Dissertation in School Psychology
PSYC 7350 Teaching in Psychology (optional)

Fall Year 4

PSYC 7306 Doctoral Practicum in School Psychology II

PSYC 8315 Mental Health Promotion and Prevention

* Doctoral Comprehensive Exams

Spring Year 4

PSYC 7335 Program Evaluation in School, Community, and Mental Health Settings

PSYC 9310 Dissertation in School Psychology

PSYC 7307 Doctoral Practicum in School Psychology III

Summer Year 4

PSYC 9310 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](#).

SPEECH-LANGUAGE PATHOLOGY

Graduate Bulletin

Document Number 3.04.08

[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 must maintain a minimum overall grade point average of 3.0 and maintain satisfactory non academic criteria that are important to function as a speech-language pathologist. 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) submission of a resume, narrative and recommendation form. 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 February 1 for consideration for summer or fall admission.

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

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

COMMUNICATION SCIENCES AND DISORDERS

Graduate Bulletin

Document Number 3.04.09

[1] Doctor of Philosophy

The Doctor of Philosophy in Communication Sciences and Disorders is provided through a consortium of three institutions: The University of Central Arkansas, The University of Arkansas for Medical Sciences and the University of Arkansas at Little Rock. The name of this consortium is the Arkansas PhD Consortium for Communication Sciences and Disorders. The consortium structure offers the opportunity for interdisciplinary research in both medically oriented sites and in conventional college campus locations. The program prepares graduates for teaching and research through coursework and internships in grant writing, teaching and clinical supervision as well as research and discipline specific areas of study.

[2] Admission Requirements

Admission to the program is made by application through the UAMS Graduate School and a program application. A graduate degree in Speech-Language Pathology and/or Audiology is required as well as appropriate state licensure. Complete admission requirements and processes are located on the program website at: www.uca.edu/org/csddpc .

[3] Program Requirements

The Doctor of Philosophy degree in Communication Sciences and Disorders requires a minimum of 70 semester credit hours. Within the 70 hour requirement, students complete a minimum of: 9 hours of statistics, 3 hours of advanced research methods, 6 hours of a research project (pre-dissertation), 18 hours in doctoral seminars, 10 hours in professional development, 6 hours in a collateral area and 18 hours of dissertation research.

[4] Graduation Requirements

- Successful completion of an approved program of study as outlined above
- Successful completion of comprehensive examinations
- Successful completion of the dissertation

[5] Graduate Courses in Communication Sciences and Disorders (CSD)

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

ENGLISH

Graduate Bulletin

Document Number 3.05.01

[1] Objectives

The Master of Arts program in English is designed to prepare students for work on the doctoral level and to enhance the knowledge of subject matter for secondary school teachers.

[2] Program Admission Requirements

In addition to meeting the general requirements for admission to graduate school, the student must present satisfactory scores on the General Section of the Graduate Record Examination (GRE). (See Admission to Graduate Study.) Further, the student must have earned a minimum 3.00 GPA in an undergraduate major or minor in English literature to gain regular admission to the program. Finally, a student must show the equivalent of one year of undergraduate foreign language study, or must remedy this deficiency before the MA Comprehensive Examination is taken.

Those international students required by the university to submit TOEFL scores for entrance to graduate study must score a minimum of 600 on the written exam or 250 on the computerized exam in order to gain admission to graduate study in English. Further, the student must attain a minimum score of 5 on the essay portion of the exam.

For conditional admission to the program, consult the department chair or graduate coordinator.

[3] Degree Requirements

Candidates must fulfill one of the following plans:

Satisfactorily complete 30 hours of English and pass a comprehensive examination based upon the department's Master's Reading List.

Satisfactorily complete 24 hours of English, pass a comprehensive examination based upon the department's Master's Reading List, prepare a thesis for which 6 hours of credit are earned, and pass an oral examination over the subject matter of the thesis.

In both plans, at least 15 of the student's 30 hours must consist of 6000-level courses. All students pursuing the MA are required to pass ENGL 5360 (History and Structure of the English Language), ENGL 5366 (Literacy Theory and Criticism) and ENGL 6393 (Research Methods in English). The department strongly recommends that ENGL 6393 be taken at the earliest opportunity.

Upon acceptance into the graduate program, each student will be advised by a member of the department's graduate faculty and will procure a Master's Reading List from the departmental secretary. At or near the end of the candidate's program, the Coordinator of Graduate Study and members of the graduate faculty will give the student a comprehensive, written examination. If the candidate's performance is unsatisfactory, the student may be re-examined during one of the regularly scheduled comprehensive exam periods.

Should the student elect the thesis option, he or she will select a major professor to direct the thesis. When the thesis is submitted, an oral examination will be given by a committee composed of the major professor, a member of the graduate faculty (to be appointed by the departmental chairperson), and a member of the graduate faculty from outside the Department of English.

CERTIFICATE IN DIVERSE LITERATURES

[1] Objectives

The Certificate in Diverse Literatures program is designed to help secondary-school teachers enhance the diversity of their curricula.

[2] Program Admission Requirements

The admission requirements for the Certificate Program are the same as those for the Master of Arts program detailed above.

[3] Certificate Requirements

Candidates must satisfactorily complete 15 hours of English Certificate coursework.* All students pursuing the Certificate are required to take the following core courses:

6323 Literatures of the Americas for Teachers**

6325 Asian/Asian American Literature for Teachers

6365 Diverse Literatures Seminar

In addition, students must select two courses from the following electives:

5362 Southern Literature and Folklore

5370 Women's Literature

5380 African/ African American Literature

5381 Major African/African American Writers

5382 Race in American Literature

5304 Studies in English and American Literature***

5385 Travel Seminar in Literature***

6321 Readings in American Literature***

6394 Graduate Independent Study***

*Up to 9 hours of coursework from this Certificate program may be applied to the English MA at the discretion of the Graduate Coordinator and English Department Chair.

**This course will focus on the literature and culture of the indigenous peoples of the Americas and/or Latin American/Hispanic literature.

***No more than one of these courses (depending on relevance of topic to the Certificate curriculum) may be counted toward Certificate credit. Requires approval in advance from the Graduate Coordinator and Chair.

[4] Graduate Courses in English (ENGL)

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

GEOGRAPHIC INFORMATION SYSTEMS

Graduate Bulletin

Document Number 3.05.02

UCA offers a Master of Geographic Information Systems, a graduate certificate program in Geographic Information Systems, and an additional graduate course in Geography. Selected courses are available online and the University plans to offer the entire degree online pending approval of the Higher Learning Commission. All course offerings meet the UCA Principles of Electronically Offered Courses.

[1] Master of Science in Geographic Information Systems

[1.1] Program Description

The Master of Geographic Information Systems (MGIS) degree is modeled after the online Executive MBA programs which are now quite popular and successful across the country. Students who enroll in the Degree will ideally have had previous GIS coursework (having taken at least one GIS course at the undergraduate level) or be currently employed in a position which requires the use of GIS or GIS-based information services (i.e., either a GIS professional seeking greater training or someone who must manage GIS workers or who needs information from a GIS to perform his/her job).

[1.2] Admission Requirements

To enroll in the Master of GIS degree, students must meet the requirements to be admitted into UCA's Graduate School as outlined in the Graduate Bulletin, including: 1) a bachelor's degree, 2) a GPA of 2.70, and 3) each student must have successfully completed at least one college-level GIS course or be currently employed in an agency/business where GIS is frequently used by the student. In consultation with Dr. Brooks Pearson, Dr. Rajrani Kalra, and with Dr. Brooks Green, Chair of the Department of Geography, exceptions to #3 may be considered.

[1.3] Course Requirements

The 30-hour, Master of GIS degree is configured as outlined below:

Required Courses

GEOG 5310, Geographic Information Systems

GEOG 5315, Mapping Fundamentals for GIS

GEOG 5345, Digital Image Processing for GIS

GEOG 6320, Technical Issues in GIS

GEOG 6328, Spatial Analysis and Modeling

GEOG 6380, GIS Research Methodology

GEOG 6360, Directed Readings in GIS

GEOG 6390, Thesis

GEOG 6390, Thesis

Elective Courses

GEOG 5333, GIS for Planning and Public Administration

GEOG 5340, Fundamentals of Database Design and Development

[1.4] Transfer Credit

Students may transfer up to two courses from other departments into the degree as long as they represent a coherent sequence and/or are relevant to the student's professional interest in GIS. To be accepted into the student's degree program, the courses cannot have been applied toward a previous UCA degree. All transfer courses must be approved by Drs. Pearson, Kalra, and Green.

[2] Graduate Certificate in Geographic Information Systems

[2.1] 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.

[2.2] 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.

[2.3] 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.

[2.4] Certificate Requirements

The GIS certificate program requires completion of a sequence of five of seven courses: GEOG 5310, 5315, 6320, 6328, 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.

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

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

HISTORY

Graduate Bulletin

Document Number 3.05.03

[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) and an acceptable score on the Graduate Record Examinations (GRE). GRE scores must be submitted in order for an application to be reviewed by the department. The department gives preference to applicants with at least 500 on the verbal and 4.5 on the analytical writing portion of the GRE. Applicants must also submit two typed responses to the following questions: 1) Why are you interested in the History M.A. program at UCA? 2) What historical problem/interests prompted you to pursue a M.A. 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. At least 21 hours must be at the 6000 level.

[3.2] Plan 2

Satisfactory completion of 30 hours of appropriate course work in history, including HIST 6300 and a thesis (six hours). At least 21 hours must be at the 6000 level. 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](#).

SPANISH

Graduate Bulletin

Document Number 3.05.04

[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

Qualifications for regular admission to the Master of Arts in Spanish are the same as those for admission to the Graduate School, except that students entering the program (1) must have earned a minimum 3.00 GPA in an undergraduate major in Spanish; (2) must submit a satisfactory writing sample; and (3) must submit satisfactory scores on the General Test of the GRE. The writing sample must demonstrate advanced proficiency in writing and appropriate critical thinking and analytical skills: it is an essay written specifically for the purpose, according to a prompt provided by the graduate faculty of the department. Please contact the graduate coordinator for information and directions.

Conditional admission may be granted in the case of equivalent prior experience and advanced proficiency, which may be achieved by completing additional undergraduate coursework in Spanish at UCA: please consult the graduate dean, department chair, or departmental graduate advisor. Students who are granted conditional admission are eligible to take a limited course load of 3 or 6 hours, determined by the graduate coordinator and faculty upon admission.

Upon admission to graduate study, the student will be evaluated for proficiency (if previous scores have not been submitted) and consult with the graduate coordinator regarding a plan for study abroad if necessary.

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, which are assessed according to ACTFL standards.

[3] Graduate Courses in Spanish (SPAN)

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

BIOLOGY

Graduate Bulletin

Document Number 3.06.01

[1] Objectives

The Master of Science degree in Biology is offered primarily for those who wish to obtain a graduate degree before enrolling in a doctoral or professional program or who seek a terminal degree as preparation for a career in biology.

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 depth in a particular area. Such depth is acquired primarily through the pursuit of thesis research and through mentoring from 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. 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 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 identify a prospective advisor(s). Applicants who have not communicated with faculty regarding advising will have a lower priority for admission into the program and for receiving graduate assistantships.

[3] Advisement

Once a student is admitted to the program, the student's initial advisor will review the student's undergraduate record and recommend an initial program of study. Before the end of the second semester in which the student is officially enrolled in graduate school, the membership of the student's Supervisory Committee must be selected. The Supervisory Committee will be chaired by a member of the Biology Department graduate faculty and must contain at least two other members of the Biology faculty. The Supervisory Committee may be expanded to include faculty from other departments or institutions in cases where additional expertise would be helpful in overseeing the project. Once approved, the Supervisory Committee will recommend subsequent courses to be taken by the student. For the thesis candidate, a proposal of thesis research must be approved by the Supervisory Committee.

[4] Program Requirements

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, in which, at least two 6000-level courses must be taken

independent of thesis research, Independent Study, and Graduate Seminar. Under exceptional circumstances a student may petition the Biology Graduate Committee to allow a 5000-level course to be substituted for one of the required 6000-level courses. 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, in which, at least two 6000-level courses must be taken independent of thesis research, Independent Study, and Graduate Seminar. Under exceptional circumstances a student may petition the Biology Graduate Committee to allow a 5000-level course to be substituted for one of the required 6000-level courses. 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 majority of the committee must vote to pass the student, or the candidate will not be recommended for graduation. The candidate may be re-examined after an interval of not less than one month.

[5] Graduate Courses in Biology (BIOL)

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

[6] Gulf Research Laboratory Courses

Follow this link for a list of graduate courses at the Gulf Research Laboratory that may be taken for credit in the UCA master's program: [course link](#).

[7] Graduate Courses in Science Education (SCI)

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

COMPUTER SCIENCE - APPLIED COMPUTING

Graduate Bulletin

Document Number 3.06.02

[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. Upon completing this degree program, a student should have the ability and skills for immediate employment in positions related to applied computing and also be well prepared for advanced studies in doctoral degrees at leading institutions.

[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 names of references, 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 Coordinator, 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 four courses from the areas of algorithms and theory, systems and hardware, and software engineering, are required to meet the breadth requirement.

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 defense. 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 written report describing the objectives of the work, the previous state of the art, and the results of the project. A public presentation will be required of every student in either option.

Graduate students are expected to participate in the professional activities of the department. This includes attending seminars and colloquia, and suggesting improvements in curriculum, and teaching. The requirements for the degree must be completed within six calendar years of the date of enrollment. Normally, graduate assistantship support for students is limited to two years.

[4] Advisement

When a student is admitted to the program, the Graduate Coordinator of the Department of Computer Science will review the student's records, recommend an initial program of study, and serve as the initial advisor. Before the student completes 18 credit hours or the second semester of graduate work, a student should select a member of the graduate faculty to become principal advisor with the approval of the department chairperson. The advisor and the student will work together to establish a formal Petition for Candidacy Program of Study. Any change in the program of study should be agreed upon by both the student and the advisors, and must be approved by the Graduate Dean.

The principal advisor helps the student formulate a thesis or project committee. The committee consists of the principal advisor and at least two other graduate faculty members of this department; the committee may include up to two additional members from outside the department with the approval of the department chairperson. The task of the committee is to oversee the topic selected for the project, assess progress on a regular basis, and conduct the oral examination over the project. An approval by the majority of the thesis/project committee is necessary for a student to pass her/his thesis or project.

[5] Graduate Courses in Computer Science

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

MATHEMATICS EDUCATION

Graduate Bulletin

Document Number 3.06.03

[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

To be admitted to the MA degree program in mathematics education one must have

1. A baccalaureate degree from an accredited institution;
2. Adequate preparation in mathematics;
3. At least a 2.70 GPA; and
4. 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 a specified list of mathematics courses selected from their program of study.

[4] Financial Aid

Graduate Teaching Assistantships are available for fall/spring. Responsibilities each semester include teaching six semester hours, enrolling in six to nine graduate credit hours, and working in the mathematics tutorial lab. To be eligible for an assistantship, GRE scores must be submitted prior to the first semester of the assistantship.

[5] Graduate Courses in Mathematics (MATH)

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

APPLIED MATHEMATICS

Graduate Bulletin

Document Number 3.06.04

[1] Objectives

The Master of Science in program in applied mathematics is focused on training students in the process of mathematical modeling, so that the graduates can better serve both business and government agencies. By applying mathematical modeling to business, engineering, planning and other areas, significant problems can be studied using analytic and numerical methods.

[2] Program Admission Requirements

To be admitted to the MS degree program in applied mathematics one must have

1. A baccalaureate degree from an accredited institution;
2. Adequate preparation in mathematics;
3. At least a 2.70 GPA; and
4. Achieve satisfactory scores on the General Test of the Graduate Record Exam.

[3] Degree Requirements

To obtain the M.S. degree in applied mathematics, a student in the thesis option must earn 30 hours and a student in the non-thesis option must earn 33 hours. The thesis option requires a minimum of 24 hours of course work and a minimum of 6 thesis hours. The non-thesis option requires the successful completion of an comprehensive examination. The student will select the option when the Petition for Candidacy is submitted. The student will also select a thesis advisor at this time, if the thesis option is chosen. Both options must include minimum of 18 hours at 6000-level and the Core Courses: Math 6342, Math 6345, and Math 6348. The remaining hours may include other courses at the 5000-level with the approval of student's advisory committee. A student who selects the non-thesis option will be allowed at most two attempts at passing the comprehensive examination. If unsuccessful on the first attempt, the student will have to wait six months before taking it again. If a student who has selected the thesis option wishes to change to the non-thesis option, no credit will be granted for thesis courses. A student will be allowed no more than one change of option.

[4] Financial Aid

Graduate Teaching Assistantships are available for fall/spring. Responsibilities each semester include teaching at least three semester hours, enrolling in six to nine graduate credit hours, and working in the mathematics tutorial lab. To be eligible for an assistantship, GRE scores must be submitted prior to the first semester of the assistantship.

[5] Graduate Courses in Mathematics (MATH)

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

COLLEGE STUDENT PERSONNEL SERVICES AND ADMINISTRATION

Graduate Bulletin

Document Number 3.07.01

[1] Program Summary

The Master of Science program in College Student Personnel Services and Administration provides professional preparation for students seeking student services positions in both two-year and four-year postsecondary institutions. Program graduates will be prepared to assume leadership roles as directors or assistant directors in such specialty areas as residence life, Greek affairs, judicial affairs, financial aid, career services, placement offices, minority affairs, admissions, orientation programs, international student programs, student activities offices, academic advising centers, student center management, recruiting, disability services offices, and alumni programs.

The program is interdisciplinary to prepare student services administrators for diverse areas of responsibility, including finance, budgeting, marketing, public relations, strategic planning, technology application, leadership/team-building, and legal/ethical issues. The program integrates theory with practice by combining academic preparation with field-based experiences and internships. The program also gives students access to graduate-level instruction from faculty in multiple disciplines, an important component not often found in other student personnel models, allowing students to broaden their understanding of the campus community and exposing them to a wide variety of institutional processes.

[2] Objectives

- To enhance the leadership skills of student personnel services administrators who can quickly recognize and adapt to changes in the field and in the needs of college students.
- To promote an understanding of the legal and ethical responsibilities required of student services professionals.
- To familiarize students with the theoretical foundation in models of human and student development and learning and to apply those concepts to the creation of more effective service units.
- To foster interpersonal communication skills.
- To promote the use of quantitative analysis and research to investigate and solve problems.
- To use technology to create more efficient organizations.
- To engage in strategic planning and visioning to provide services that provide maximum benefit to students.
- To engage in sound financial and budgeting practices to most efficiently use the resources of the organization.

[3] Admission Requirements

Applicants must meet the general requirements for admission to the Graduate School at the University of Central Arkansas. Additionally, students must

1. Submit three letters of reference from professionals who are familiar with the applicant's professional and academic performance;
2. Submit a paper addressing a topic related to higher education; and
3. Participate in a scheduled interview with the program admissions committee.

[4] Program Requirements/Curriculum

The degree consists of 42 semester hours of graduate credit. Students may pursue either a thesis option or complete a written comprehensive examination as the culminating experience. Students completing the thesis option will not be required to take CSPA 6335 Grant Writing. 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.

Required courses (Non-thesis option): CSPA 6310, 6311, 6315, 6318, 6320, 6325, 6335, 6391, 6360, 6365, 6370, 6392; PSYC 6354 or COUN 6342; and COUN 6350.

Required courses (thesis option): CSPA 6310, 6311, 6315, 6318, 6320, 6325, 6391, 6360, 6365, 6370, 6392, 6395; PSYC 6354 or COUN 6342; and COUN 6350. Note: Thesis credit may be earned as either 6195, 6295 or 6395 but must total at least three hours. Once enrolled in thesis credit students must enroll for a minimum of one hour each semester including summer until the thesis is completed.

[5] Other Program Policies

1. Transfer Credit: A maximum of nine hours of transfer work may be accepted to meet program requirements excluding courses for practicum and internship. Transfer credit must be approved in advance by both the program coordinator and the department chair.
2. Course credit with C grades: A maximum of nine hours of C grade will be accepted as part of the degree program.

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

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

COMMUNITY AND ECONOMIC DEVELOPMENT

Graduate Bulletin

Document Number 3.07.02

[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)

CED 6310 Community and Economic Development Seminar

CED 6311 Leadership and Decision-Making

CED 6315 Applied Research Methods and Data Analysis

CED 6325 Introduction to Community and Economic Development

CED 6330 Community Development Policy Analysis

CED 6340 Economic and Industrial Development

CED 6350 Financing Community and Economic Development

CED 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

CED 6101 Community and Economic Development Institute I
CED 6102 Community and Economic Development Institute II
CED 6103 Community and Economic Development Institute III
CED 6301 Project Management
CED 6313 Transportation and Infrastructure
CED 6318 Budgeting
CED 6335 Grant Writing

[3.2.2] Planning, Land-Use, and GIS

GEOG 5345 Digital Image Processing for GIS
GEOG 5310 Geographic Information Systems
GEOG 5315 Mapping Fundamentals for GIS
GEOG 5320 Technical Issues in Geographic Information Systems
GEOG 5333 GIS for Planning and Public Administration
GEOG 6328 Spatial Analysis and Modeling
CED 6320 Holistic Planning and the Community

[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](#).

[5] Graduate Courses in Geographic Information Systems (GIS)

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

[6] Graduate Courses in Sociology (SOC)

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

EDUCATIONAL LEADERSHIP

Graduate Bulletin

Document Number 3.07.04

[1] Educational Specialist Program (EdS) in Educational Leadership

The Educational Specialist degree in Educational Leadership (EDLP) is designed to prepare individuals for positions as district-level administrators and, in particular, superintendents of schools.

[2] Admission to Program

In addition to meeting the general requirements of the Graduate School, the prospective candidate must

1. Complete the application forms/processes for admittance to the EDLP program.
2. Provide documentation of appropriate master's degree in school or educational leadership or approved equivalent (Note: Eligibility for a district-level license requires a standard building-level and/or curriculum/program license).
3. Provide a copy of a valid teaching certificate.
4. Present letters from appropriate officials that verify the applicant has had at least four years of appropriate professional experience.
5. Provide at least three professional references that may be contacted regarding your potential for success in the program.
6. Provide official transcript from all previously attended institutions. Each candidate's transcript will be evaluated for determining if any courses will be required as program prerequisites for admission into the program.

[3] Admission to Candidacy

Students must apply for admission to candidacy when no fewer than nine and no more than eighteen semester hours in the degree program have been successfully completed.

[4] Residence Credit

Students must complete a minimum of 25 semester hours at the University of Central Arkansas.

[5] Retention Requirements

Retention is contingent upon making satisfactory academic progress toward the degree, and holding or eligible to hold a valid teacher's license. Serious violations of the state ethics mandates for P-12 educators, and/or serious violations of UCA student academic conduct policies may result in suspension or dismissal from the program.

[6] Transfer Credit

No more than twelve semester hours credit of grade "B" or above earned at another institution may be applied to the degree requirements. To be considered for transfer, the semester hours must have been awarded by a state-accredited institution, must have been earned after completion of the master's degree, must complement the student's approved program of study, and approved in advance by the department. No internship or specialist project courses may be transferred. Acceptance of transfer credit does not reduce the minimum residence of 25 hours.

[7] Degree Requirements

The EdS degree in Educational Leadership requires that the candidate

1. Earn 37 semester hours of graduate credit including the courses listed here, with a minimum GPA of 3.0. ASTL

- 6380 or equivalent; EDLP 6324, 6325, 7101, 7300, 7301, ,8352, 7363, 7387, 7391, six hours of internship (7160-7660), and a minimum of three hours for the Directed Specialist's Project (7115-7315);
2. Successfully complete a directed specialist's project;
 3. Maintain a minimum overall GPA of 3.00 with a maximum of nine hours of 'C' grades;
 4. Successfully pass an oral comprehensive examination in which the student articulates knowledge of District Administration theory and practice (contained within the 6 Educational Leaders Constituency Council [ELCC] Standards) through the oral defense of his/her comprehensive portfolio and successfully defends his/her Directed Specialist's Project.
 5. Complete satisfactorily all student assessments required as part of the state and NCATE accreditation process; and
 6. Present score report on the state mandated external national examination and meet at least the minimum score set by the state for licensure.

[8] Graduate Courses in Educational Leadership (EDLP)

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

[9] Graduate Courses in Advanced Studies in Teaching and Learning

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

SCHOOL LEADERSHIP

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

Offered through the Department of Leadership Studies, graduate programs in school leadership are designed for individuals seeking Arkansas licensure as building administrators, curriculum administrators/ or program administrators for special education or gifted talented education. These programs are aligned with both state and national standards. The program is part of UCA's National Council for Accreditation of Teacher Education (NCATE) accreditation and is approved by the Educational Leadership Constituent Council. The program is designed to provide school-based leaders who are (1) strong educators with a focus on student's needs and learning, (2) moral agents and social advocates for the children and communities they serve, (3) effective communicators with students, colleagues, and members of the community, (4) effective managers of change, and (5) effective integrators of technology into the educational environment.

The professional degree, Master of Science (MS) is designed to meet the needs of professional educators for preparation as building level leaders and administrators as principals, vice principals, or assistant principals. Candidates may choose on of the two tracks for their master's degree work: Building Administrator or Curriculum/Program Administrator. The Building Administrator programs requires completion of a minimum of 34 hours of designed course work. The Curriculum/Program Administrator track requires a minimum of 35 hours of approved course work. Both tracks require completion of an internship, a portfolio defense, and a satisfactory score on the Arkansas Department of Education mandated examination.

[2] Programs of Study for Administrator Licensure

The Department of Leadership Studies has approval from the Arkansas Department of Education to offer programs of study in the following areas for individuals with appropriate master's degrees: building administrator and curriculum administrator and/program administrator (gifted/talented educators and special educators only). These programs of study vary in length based upon individual applicant backgrounds. All programs require an internship and portfolio defense. Contact the Department of Leadership Studies for details.

[3] Board of Education Requirements

The Arkansas State Board of Education requires a minimum of four years experience, three of which must be in a classroom at the level for which licensure is being sought for either P-8 or 7-12. Teaching at either the 7th or 8th grade level will count for both levels of administrator licensure. The other year(s) of experience may be as a school administrator or counselor. In addition, the candidate must pass the School Leaders Licensure Assessment (SLLA) for Building Administrators to receive licensure.

[4] Admission Requirements

Admission to this degree program is competitive and selective. In addition to meeting the general requirements of the Graduate School, all applicants must present satisfactory test scores from the Graduate Record Examinations (GRE and provide the following information for evaluation by the departmental admission committee.

1. A completed application form that includes the names and contact information of three professional references.
2. Copy of a valid teaching license.
3. Letter (s) from employer (s) documenting at least two years of teaching experience and the grades and subjects taught.
4. Official transcripts from al institutions attended.

[5] Retention Requirements

Retention is contingent upon making satisfactory academic progress toward the degree, and holding or eligible to hold a valid teacher's license. Serious violations of the state ethics mandates for P-12 educators, and/or serious violations of UCA student academic conduct policies may result in suspension or dismissal from the program.

[6] Transfer Credit

A maximum of six semester hours of graduate degree credit with grades of "B" or above may be transferred from another UCA graduate program or another regionally accredited institution. Candidates must specifically request consideration of transfer work completed prior to admission to the program. After admission to the program, approval to transfer work from another institution must be approved prior to enrolling in the courses. No internship hours may be transferred.

[7] Degree Requirements

To be recommended for a degree, candidates must meet the following requirements:

1. Complete all required coursework with at least a 3.00 GPA with a maximum of seven hours of "C" grades;
2. Complete satisfactorily all student assessments required as part of the state and NCATE accreditation process;
3. Complete satisfactorily the program required comprehensive examination;
4. Present score reports on the state mandated external national examination and meet at least the minimum score set by the state for licensure; and
5. Present other documentation that is required by the state in order for the department to recommend you for the appropriate administrator's license.

[8] Recommended Courses by Term (limited flexibility allowed)

1st Term

All degree -seeking candidates

SLMA 6310 Foundations of School Leadership

ASTL 6380 Research Design

2nd Term

SLMA 6312 School-Based Organizational Leadership

SLMA 6320 School Law

SLMA 6120 or 6162 or 6164 Internship I

3rd Term

All candidates

SLMA 6430 Curriculum and Program Leadership for Schools

SLMA 6130 or 6162 or 6164 Internship II

4th Term

Building Administrator

SLMA 6440 Principal as Instructional Leader

SLMA 6140 Internship III

Curriculum/ Program Administrator

Appropriate Specialization Course (s) and internship.

5th Term

Building Administrator

SLMA 6450 Principal as Manager

SLMA 6150 Internship IV

Curriculum/ Program Administrator

Appropriate Specialization Courses (s) and internship.

6th Term

All candidates

SLMA 6460 Collaborative School Leadership

SLMA 6160 or 6162 or 6164 Internship

SLMA 6170 Portfolio

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

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

SCHOOL COUNSELING

[1] Master of Science in School Counseling Program Description

The Master of Science degree in School Counseling (SCCN) is designed to prepare individuals for school counseling programs in P-12 settings and as members of school leadership teams. The program is approved by the Arkansas Department of Education.

[2] Admission Requirements

In addition to meeting the general requirements for admission to the Graduate School, students must apply for the School Counseling program. The application process includes submitting letters of recommendation from professional colleagues familiar with your competence as an educator. An interview may be required. GRE scores (General Section) is required before full admission can be granted. Candidates must hold or be eligible to hold a valid teaching license.

[3] Admission to Candidacy

Students must apply for admission to candidacy when no fewer than nine and no more than 18 semester hours in the degree program have been successfully completed.

[4] Resident Credit

Students must complete a minimum of 36 semester hours at the University of Central Arkansas. Both the practicum and internship must be completed at the University of Central Arkansas.

[5] Transfer Credit

No more than 12 semester hours of credit with grade "B" or above earned at another institution may be applied to the degree requirements. To be considered for transfer, the semester hours must have been awarded by a state and regionally accredited institution and must complement the student's approved program of study. Acceptance of transfer credit does not reduce the minimum residency requirement.

[6] Degree Requirements

- A. Graduate degree program grade point average of 3.00 or above;
- B. Completion of practicum and internship courses with a grade of B or above;
- C. Completion of practicum and internship courses in residence;
- D. Successful completion of the comprehensive examination (Must be completed prior to enrollment in the internship.);
- E. Maximum of nine hours of grade of C are allowable (See item B above.);
- F. Satisfactory completion of the state mandated test for school counselors (Note: Candidates employed in states other than Arkansas should consult with the Leadership Studies department chair or program coordinator.); and,
- G. Required courses: SCCN 6320, 6330, 6340, 6350, 6360, 6365, 6375, 6380, 6390, 6695; SLMA 6312; COUN 6360; PSYC 6335, 6354, 6370.
- H. Programs in the COE that lead to licensure relating to P-12 schools require a passing score on the appropriate Praxis exam(s) and satisfactory completion of all key assessments identified by the program area. Candidates cannot complete their program unless both of these criteria have been met.

[7] Arkansas License for School Counselors

Candidates must meet the Arkansas Department of Education requirements to be recommended for a school counselor's license by the Department of Leadership Studies.

Follow this link for School Counseling course descriptions: [course link](#)

DOCTOR OF PHILOSOPHY IN LEADERSHIP STUDIES

[1] Objectives

The Doctor of Philosophy in Leadership Studies will prepare *scholar leaders* for academic positions and for leadership roles in complex organizations found in education, healthcare, government, and non-profit settings. These *scholar leaders* will understand their roles in conserving, expanding, and transforming the discipline of leadership studies and their responsibilities for informing the world of practice.

Through an *interdisciplinary* approach to leadership studies, the graduate will

1. Design sound research using appropriate methodology, conduct scholarly research that contributes to the body of knowledge in the discipline of leadership studies, and apply research results from related fields to the discipline of leadership studies.
2. Understand the complexities associated with leadership, the conditions under which it occurs, and the traditional approaches to the examination of leadership ranging from state and trait theories, to functional, transformational, and servant leadership concepts.
3. Analyze concepts, theories, and practices required by leaders in the 21st century global environment to advance organizational success and foster organizational growth.
4. Collect and analyze information from internal and external sources to evaluate organizational effectiveness and both recommend and employ leadership that fosters collaboration, higher levels of organizational performance, and mentorship.
5. Adhere to ethical standards in the scholarship and practice of leadership that foster collaboration, higher levels of organizational performance, and mentorship.

The Leadership Studies curriculum comprises 60 semester hours of graduate credit built upon appropriate master's degree. These 60 hours, which can be completed within a four year timeframe, are distributed into the following curricular areas, each with a distinct purpose:

1. Leadership Studies Core (21 hours)
2. Leadership Studies Electives (0-6 hours)
3. Research Core (15 hours)
4. Cognate (6-12 hours)
5. Dissertation (minimum 12 hours)

[2] Admission Requirements: Admission is limited and competitive

To be considered for admission, applicants must

1. submit all documents required by the UCA office of Graduate Studies including official copies of all undergraduate and graduate transcripts and competitive GRE scores that have been taken within the last five years;
2. Have completed a master's degree with a minimum GPA of 3.00;
3. Submit a completed application to the PhD Leadership Studies program that includes (1) a current vita or resume, (b) a type-written statement of intent, and (c) three letters of recommendations that describe the student's suitability for the program.

[3] Program of Study

Leadership Studies Core: LEAD 7302, 7303, 7304, 8305, 8309, 8332, 8334

Leadership Electives: 0-6 hours; approval of the Committee Chair and Department Chair required

Research Core: PSYC 6330, 6331, 7320; LEAD 7300, 8302, 8303

Cognate: 6-12 hours; approval of the Committee Chair and Department Chair required

Dissertation: 12 hours required: LEAD 9110-9910

[4] Courses in PHD LEADERSHIP STUDIES (LEAD)

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

4.01.01 ACCOUNTANCY

Return to [Accountancy](#)

[1] Graduate Courses in Accountancy (ACCT)

6304 ADVANCED GOVERNMENTAL AND NONPROFIT ACCOUNTING A study of the accounting and financial reporting practices of state, local, and federal governmental entities and not-for-profit organizations at an advanced level. This course is a required course open to students who have been admitted to the Master of Accountancy program and who have not had a similar course in their undergraduate program. Lecture.

6305 ADVANCED BUSINESS LAW FOR ACCOUNTANTS A study of contract law, agency, commercial paper, business organizations (with an emphasis on partnerships and corporations), secured transactions, real property, bankruptcy, antitrust, fraud, and the legal liabilities of accountants at an advanced level. An elective for students in the Master of Accountancy program. Prerequisite: Admission to the Master of Accountancy program.

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.

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

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.

6329 PARTNERSHIP/S-CORPORATION TAX An advanced study of the taxation of partnerships and S corporations.

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

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.

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.

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

4.01.02 BUSINESS ADMINISTRATION

Return to [Business Administration](#)

[1] Graduate Courses in Business Administration (MBA)

6301 DECISION MODELING IN INFORMATION SYSTEMS A required course for all MBA 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 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 students. A presentation of concepts, tools, and methods of economic analysis relevant to broad cross-section decisions within the business firm.

6305 FINANCIAL DECISION MAKING A required course for all MBA 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 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 STRATEGY A required course for all MBA students. Focus will be on the role of the marketing process in developing/achieving organizational goals and on practical application using the case method.

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.

6325 ORGANIZATIONAL BEHAVIOR A required course for all MBA students. The course addresses topics focusing on understanding human and organizational processes that facilitate or hinder work performance, emphasizing human behavior in relation to management practices especially teamwork.

6330 OPERATIONS MANAGEMENT A required course for all MBA students. This is a study of the concepts and methods of operations management with particular emphasis on quantitative methods. Appropriate attention is afforded to strategic, tactical, and operational planning and control of operations. Prerequisites: MBA 5360 or equivalent.

4.01.03 FINANCE, 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 is a community outreach course and does not fulfill any requirement in an existing degree program. Lectures, group activities, discussion. On demand.

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.

[2] Graduate Courses in Finance (FINA)

5330 PERSONAL FINANCE This course is designed to introduce the student to principles of personal finance. The focus will be on practical applications of personal financial planning including personal and household budgeting. Topics covered include income and taxes; insurance and employee benefits; money management, spending and credit, consumer protection and information, and savings and investing.

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.

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 LEARN EXP CAREER ORIENTATION Techniques and methods of presenting occupational information and processes typical of the world of work in career orientation classes. Summer.

5325 APP COMPUTERS IN EDUCATION & WORK Introduction to the role of the computer in the classroom and the work place through a comparison of existing computer hardware and software. Fall and summer.

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 and workplace.

5395 INTRODUCTION TO ADULT EDUCATION Principles of adult education. An overview of the educational needs of adults. Fall.

5396 METHODS AND TECHNIQUES OF ADULT EDUCATION Specific methods and techniques used in the teaching of adults. Spring.

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.

6306 METHODS & MATERIALS VOCATIONAL EDUCATION Methods and materials to use in teaching courses in vocational education. On demand.

6307 METHODS VOCATIONAL BUSINESS & MARKETING 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.

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.

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

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.

6332 DIRECTED FIELD EXPERIENCE Supervised field experience in an approved educational facility. On demand.

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

6359 INSTR VOCATIONAL EDUCATION FOR SPECIAL NEEDS 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.

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, Summer.

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.

6131, 6231, 6331 SPECIAL PROJECTS Review of current developments in the teaching of business education. On demand.

7320 INTERNSHIP IN CURRICULUM AND INSTRUCTION

EARLY CHILDHOOD AND SPECIAL EDUCATION

Return to [Reading](#) | [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

5311 READING/LITERACY INSTRUCTION This course is the first part of a two-semester sequence that prepares graduate students to teach reading in the early and middle childhood education classroom. This first course develops a knowledge base related to emerging literacy and the specific competencies necessary for successful reading instruction within a variety of classroom situations and diverse populations, including students with special needs or disabilities. Research-based concepts of human growth and development related to theories of language acquisition (receptive and expressive) and reading/literacy learning are presented to graduate candidates to prepare them for selecting materials, planning effective interdisciplinary instruction, and using ongoing interactive techniques to support and assess emerging literacy and reading processes. Prerequisites: Admission to graduate study.

5320 PRINCIPLES AND PRACTICE OF READING AND WRITING STRATEGIES This course is the second part of a two-semester sequence that prepares graduate students to teach reading in the early and middle childhood education classroom. The course develops a knowledge base related to the foundations of literacy learning and the specific competencies required for effective reading instruction. Lectures, group activities and online experiences are integral parts of the course that will be taught both on the university campus and electronically. Prerequisite: Admission to graduate school and completion of ECSE 5311 or equivalent.

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 role in their child's development, and the techniques for identifying family strengths and needs. In addition, theory, research, and practice of family/school/community partnerships and the effect diversity, including disability, has on such partnerships is discussed. Fall.

6308 EDUCATIONAL ASSESSMENT IN SPECIAL EDUCATION Examines the theory, research, and practices of testing students with disabilities in the classroom. The course emphasizes the assessment process as well as the practical skills needed to assess students with special needs. Spring.

6310 EARLY LITERACY-ASSESSMENT The purpose of this course is to develop a thorough understanding of theory/research of literacy assessment. Based on this foundation, students will develop an understanding of the relationship between assessment and reflective thinking. Through a balanced literacy framework, students will learn to make teaching decisions that lead to increased instructional opportunities for children. On Demand.

6314 DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES Theory, demonstration, and practice in group and individual procedures and techniques of diagnosis and correction/intervention 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. On Demand.

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.

6328 STRATEGIC INSTRUCTION MODEL/CONTENT ENHANCEMENT ROUTINES This course examines use of the Strategic Instruction Model (SIM) in a diverse school setting. Guiding philosophies, research base, and use of the model will be investigated. Additionally, the course examines use of the model in collaboration with other professionals from the perspective as a teacher leader.

This course will be offered in a distance learning setting which will include compressed video, Centra and Blackboard. For some discussions and hands-on activities, candidates will meet face-to-face. It is believed that by using a variety of means of instruction, course objectives can be fully met. Once per year.

6329 INSTRUCTIONAL FACILITATION / TEACHER LEADERSHIP This course examines the various roles of an instructional facilitator. It includes an in depth examination of the function of an instructional facilitator as a resource provider, collaborator, change agent, learning facilitator, school leader, and learner. It examines the implementation and ongoing support needed to sustain a school-based facilitating initiative. It explores the principle of partnership learning and learning structures. Presentation format will involve engaging interactions, cooperative learning, video analyses of model facilitation and inadequate facilitation, opportunities for reflection, assignments for skill development, role-play simulations, case investigations, demonstration of coaching principles and techniques, the evaluation of coaching model and behaviors, and trouble-shooting. Prerequisites: Admission into UCA Graduate School.

This course will be offered in a distance learning setting which will include compressed video, Centra and Blackboard. For some discussions and hands-on activities, candidates will meet face-to face. It is believed that by using a variety of means of instruction, course objectives can be fully met.

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. On Demand.

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 YOUNG CHILDREN 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 and implementation 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 research on teaching and learning process of reading and related language arts. Requirements include completion of an action research project and submissions of an article for publication. Fall.

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

6344 PRACTICUM IN READING II (MIDDLE GRADES) 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 COACHING THE READING PROGRAM Planning, organizing, supervising, coaching, and assessing reading programs in school systems. Literacy coaching and philosophy of reading will be emphasized. 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

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 all special education 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 INDIVIDUALS WITH DISABILITIES Provides supervised experiences in the area of instructional specialist ages 0-8 and grades 4-12. Prerequisites: Completion of all special education core courses and either special education 0-8 track courses or special education grades 4-12 track courses. Summer.

6371 LABORATORY PRACTICES FOR INDIVIDUALS WITH DISABILITIES Provides supervised experiences in the area of instructional specialist ages 0-8 and grades 4-12. Prerequisites: Completion of all special education core courses and either special education ages 0-8 track courses or special education grades 4-12 track courses. 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 On Demand.

6386 PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING IN ECE PROGRAMS A psychological

analysis of educational programs for young children, including Piaget, Skinner, Montessori, responsive environments, contingency management, social dramatic play, and didactic teaching. Fall.

6387 PRACTICUM I: EDUCATIONAL PRACTICES IN EARLY CHILDHOOD EDUCATION Opportunity to implement educational practices for young children in individual, small, and classic group situations. Prerequisites: ECSE 6374, 6386. Summer.

6388 SEMINAR IN EARLY CHILDHOOD EDUCATION Development of early childhood curricula on the basis of principles of learning, principles of child development, and materials and techniques. Fall

6391 ADVANCED PRACTICUM: EDUCATIONAL PRACTICE IN GIFTED EDUCATION Experience in the gifted classroom to include identification and program/curriculum planning, implementation, and evaluation. Prerequisite: ECSE 6357, 6353, 6355,6358. Enrolment restricted to gifted licensure candidates. Fall.

4.02.03 LIBRARY MEDIA AND INFORMATION TECHNOLOGIES

Return to [Library Media](#)

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

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.

6233 CATALOGING & CLASSIFICATION 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.

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.

6320 INTRODUCTION TO LIBRARY & INFORMATION SCIENCES 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.

6330 REFERENCE SERVICES 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 CATALOGING & CLASSIFICATION 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 integrated software. Hardware specifications and configurations, as well as the retrieval of information from external sources, will be investigated. On demand.

6337 COMPUTER GRAPHICS AND ANIMATION Production of computer graphics and animation. Prerequisite: Computer experience and consent of instructor. On demand.

6340 DESIGN AND PRODUCTION OF MEDIA RESOURCES I Media production in terms of client product specifications. Requires the production of basic media products and serves as a foundation for producing graphic media necessary for televised, photographic, and computerized productions. 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 INSTRUCTIONAL DESIGN 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 TEACHING AND LEARNING IN THE SLMC 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 INSTRUCTIONAL SOFTWARE DESIGN AND PROGRAMMING 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 COLLECTION DEVELOPMENT Development and maintenance of resource collections and related activities: user needs, selection criteria, standards, and evaluation. On demand.

6361 TECHNICAL SERVICES Principles and processes involved in technical services - automation systems, acquisition, procession, circulation, and basic repair. 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 TECHNOLOGY PLANNING AND LEADERSHIP Management of electronic resources in schools, businesses, and industries including related activities: planning, design, policymaking, maintenance, and training programs. On demand.

6370 ISSUES AND TRENDS IN CHILDREN'S, JUVENILE, AND YOUNG ADULT LITERATURE This course delineates the role of library media resources in support of literacy development. It focuses on historical as well as controversial issues and trends in children's, juvenile, and young adult literature and the impact on overall program development. 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.

6398 RESEARCH METHODS FOR LITERACY AND TEACHING Principles of scientific inquiry, methods and techniques of research, research tools and techniques, research proposals, and the interpretation and critique of research in the profession. On demand.

6699 THESIS Culminating activity in which the student is asked to demonstrate competence in research and writing skills. May be substituted for six hours of course work. On demand.

6110, 6210, 6310 SPECIAL PROJECTS Studies in diverse areas of library media and information technologies which are not included within the content of courses offered by the department. No more than three hours of special projects credit can be applied to a degree program. Prerequisite: Permission of LIBM Program Coordinator. On demand.

6191, 6291, 6391 DIRECTED INDIVIDUAL STUDY Directed intensive study of a problem based on approved outline or plan, conferences, oral and written reports. 1-3 hours. May be repeated for a total of six hours. Prerequisite: Consent of LIBM Program Coordinator. On demand.

4.02.06 MASTERS OF ARTS IN TEACHING

Return to [Master of Arts in Teaching](#)

[1] Graduate Courses in Master of Arts in Teaching (MAT)

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

5310 ANALYSIS AND PRACTICE OF TEACHING This course prepares licensure candidates to develop instructional plans by applying their knowledge of learners and the learning process. Lecture, presentations, case discussions, and microteaching. Fall, Spring.

5320 THEORY AND PRACTICE OF CLASSROOM MANAGEMENT This course provides a foundation in the theory and practice of classroom management. Licensure candidates will study various models of discipline, issues in management, and effective ways to create a productive learning environment. Lecture, role playing, case discussions, and microteaching. Fall, Spring.

5390 PRACTICUM MAT This course involves field projects, field seminars, and supervised teaching where candidates gain knowledge in pedagogical theory and gain experience in organizing instruction, in creating a productive learning environment, and in achieving professional behaviors. Prerequisite: MAT Level I admission requirements. Fall, Spring.

6302 MODELS OF TEACHING Study of models of instruction.

6310 PEDAGOGY FOR DIVERSE STUDENT POPULATIONS This course examines the dimensions of diverse populations in schools and implications for educational programming and instruction. Specifically, the course focuses on methods, curriculum models, strategies, modifications, and skills necessary for teaching diverse students. Lectures, speakers, discussions, and large and small group activities will be utilized. Spring, Summer.

6311 CLASSROOM ASSESSMENT Advanced study through discussion and experiential exercises of assessment in the classroom including teacher-developed and externally developed instruments. Prerequisite(s): Admission to Graduate School. Offered Fall, Spring, Summer.

6312 PRINCIPLES OF CHILD AND ADOLESCENT DEVELOPMENT AND LEARNING Focuses on principles of child development and learning theories involving expectations, motivation, reinforcement, modeling, and constructivism; addresses the analyses of childhood strategies for children and adolescents, including Piaget, Skinner, Montessori, responsive environments, contingency management, social dramatic play, and didactic teaching. Prerequisite: Admission to graduate program. Offered Fall, Spring, 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.

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.

6338 ADVANCED INSTRUCTIONAL AND ASSESSMENT STRATEGIES FOR YOUNG CHILDREN 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.

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

6699 INTERNSHIP MAT This course requires a semester of full-day participation in public schools sites at grade levels appropriate to the desired licensure level. Candidates work under the supervision of public school and university professionals. For candidates currently teaching, the placement will be their classroom. For candidates without a teaching position, the placement will be made in the public school by UCA. Prerequisite: Admission to Internship. Fall, Spring

4.02.08 INSTRUCTIONAL TECHNOLOGIES

Return to [Instructional Technology](#)

[1] Courses in Instructional Technology (ITEC)

5345 FUNDAMENTALS OF WEB DESIGN This course assists professionals in technical and educational fields to develop effective web sites using HTML code as well as design principles using graphics, text, and color.

6305 FOUNDATIONS OF DISTANCE EDUCATION This course will provide an overview of distance education definitions, concepts, history, characteristics, philosophy, issues, learning theories, and instructional procedures. Candidates are required to investigate current issues in distance education and review distance education history and learning theories. Candidates will analyze the characteristics of distance education and apply their findings pedagogically through course projects. Annually.

6315 DISTANCE EDUCATION COURSE DESIGN, IMPLEMENTATION, AND EVALUATION This course requires candidates to examine the process of Instructional Systems Design (ISD) as it relates to distance education course development. Various instructional design models to develop distance education courses will be investigated. The Analysis, Design, Development, Implementation and Evaluation Model (ADDIE) will be introduced and used. Candidates will concentrate on web-based courses in the areas of design and delivery. Course implementation and evaluation will also be investigated. Annually.

6318 MICROCOMPUTER NETWORKING Basics and protocols of data communication and architecture, LANS, and cabling; networking operating systems; and troubleshooting microcomputer networks. Prerequisite: ASTL 5325. Spring.

6325 DISTANCE EDUCATION TECHNOLOGY This course provides a review of the history of technology used in distance education. Basic terminology and technology (hardware, networks, and software) are examined. Asynchronous and synchronous technologies and tools used in teaching and learning are analyzed. Technology specific to online technology is explored along with the criteria and guidelines for selecting technologies for distance education. The future of technology in distance education is investigated.

6330 WEB-BASED TEACHING AND LEARNING This course examines a variety of theoretical approaches to teaching and learning in a distance education environment. Class management, building communities online, and interactive strategies are major topics of the course. Candidates will also explore the context in which teaching and learning occurs, including the needs of diverse learners, technology access equity/inequity issues, academic integrity, digital divide, and cultural awareness issues. Course management software (i.e., Blackboard, WebCT, Learning Space) will also be examined. Annually.

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: ASTL 5325. Summer.

6337 COMPUTER GRAPHICS AND ANIMATION Production of computer graphics and animation. Prerequisite: Computer experience and consent of instructor. On demand.

6342 ADV INSTRUCT TECHNIQUE TRAINER Selection or design of instructional training strategies based upon adult learning theories. Fall.

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

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.

6357 DIAGNOSTIC TECH COMPUTER MAINTENANCE Discussions and exercises concerning concepts, design criteria, general circuitry theory, module installation, system configurations, and preventive maintenance of microcomputers. Fall.

6360 INTELLECTUAL PROPERTY AND COPYRIGHT This course will provide an overview of intellectual property issues that impact digital media. As both creators and users of copyrighted information, instructional technology leaders are affected by the rules surrounding ownership and use of information. This course will also address plagiarism in the digital environment. Annually.

6365 NETWORKING TECHNOLOGIES Administration of client/server networks, with an emphasis on network operating system software. Course includes implementing a working network server. Annually.

6368 TECH PLANNING & LEADERSHIP Management of electronic resources in schools, businesses, and industries including related activities: planning, design, policymaking, maintenance, and training programs. On demand.

6370 LEADERSHIP IN DISTANCE EDUCATION This course provides candidates with the opportunity to develop leadership skills in the area of distance education. The organization, management, and administration of distance education systems will be investigated as well as ethical issues in distance education. A variety of leadership issues in business and educational environments will be discussed. Topics include leadership skills, institutional issues, employee/student relations, staff/faculty development, collaboration, funding, policy, resource support, and ethics. Annually.

6375 GLOBAL INFORMATION RESOURCES Techniques and processes for accessing and retrieving global information resources through networks for instructional design purposes. Spring.

6391 APPRENTICESHIP IN INSTRUCTIONAL TECHNOLOGIES This capstone course requires candidates to engage in supervised field experience, observation, and practice, in an approved organization. This course is designed to enable candidates to engage in on-the-job experiences under the supervision of a qualified professional and a college instructor. Candidates are required to accumulate 100 clock hours of practical experience engaging in activities within the instructional technology field. Annually.

6392 SEMINAR: TRENDS/ISSUES IN INSTRUCTIONAL TECHNOLOGIES A course designed to provide exploration of current topics relevant to instructional technology leaders. Current relevant issues that will be discussed include project management, personnel management, ethical use of technology, copyright, technology planning, and professionalism. Annually.

6110, 6210, 6310 SPECIAL PROJECTS Studies in diverse areas of Instructional Technologies which are not included within the content of courses offered by the department. No more than three hours of special projects credit can be applied to a degree program. Prerequisite: Permission of Instructional Technology Coordinator. On demand.

4.03.01a MUSIC

Return to [Music](#)

Go to [MUSA \(Music - Applied\) course descriptions](#)

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

[I] 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 solfège 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.

5325 ORFF-SCHULWERK METHODOLOGY, LEVEL I Basic Orff elemental musicianship, including study of pentatonic melodies, ostinati, bordun accompaniments, and elemental forms; soprano recorder techniques; classroom application, technique, and improvisation; basic movement skills and classroom application, and folkdance. Prerequisite(s): Bachelor's degree in music. Offered once every 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. 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 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, 1700-1800. 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.

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.

4.03.01b MUSIC-APPLIED

Return to [Music](#)

Go to [MUS \(Music\) course descriptions](#)

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.

6260 COMPOSITION Applied instruction. An elective for music majors. One-on-one instruction in composition for intermediate or advanced students. Course may be repeated for credit. Prerequisites: MUS 3210 and 3233 or permission of instructor. Fall, spring.

4.03.01c MUSIC-ENSEMBLE

Return to [Music](#)

Go to [MUS \(Music\) course descriptions](#)

Go to [MUSA \(Music - Applied\) course descriptions](#)

[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.

4.03.02 ART

UCA does not offer a graduate degree in art. Graduate courses in art are designed to aid teachers in developing pedagogy unique to instruction in art or to address specific advanced studio problems.

[1] Graduate Courses in Art (ART)

5360 ELEMENTARY ART CURRICULUM An in-depth study of methods and evaluation of the teaching of elementary school art. On demand.

5361 SECONDARY ART CURRICULUM An in-depth study of methods and evaluation of the teaching of secondary school art. On demand.

5171, 5271, 5371 ADVANCED STUDIO PROBLEMS Specific art media or topic on current issues and problems in art. On demand.

4.03.03 DIGITAL FILMMAKING

Return to [Digital Filmmaking](#)

[1] Graduate Courses in Digital Filmmaking (FILM)

5310 PRE-VISUALIZATION AND DIGITAL WORKFLOW Graduate level course required for MFA students in digital filmmaking. This course covers the fundamentals of working in a primarily digital environment applied to filmmaking. Students will learn contemporary practices and technologies used in the pre-production process of filmmaking as well as focusing on the "digital pipeline" from story development to production, to post production, to multi-venue delivery methods. Lecture/Production. Fall.

5392 TOPICS IN DIGITAL PRODUCTION Special topics in advanced issues of digital production, including but not limited to pre-production, digital cinematography, directing, and editing. May be repeated for credit. On demand.

6316 PSYCHOANALYTIC/MARXIST THEORIES OF CINEMA Graduate-level course required for the MFA program in digital filmmaking. A historical account of theoretical writings about cinema deriving from a psychoanalytic/Marxist base, including apparatus theories, feminist theories, post-structuralism, identity politics, and postmodernist theories of cinema. Lecture. Fall.

6317 COGNITIVE/ECOLOGICAL THEORIES OF CINEMA Graduate-level course required for the MFA program in digital filmmaking. This course sets as its task the laying of a foundation for a theory of moving images which goes beyond traditional film theory and encompasses images that are currently being produced in the convergence of film, video, and computer technologies, taking into account the development of human capacities for perceiving mediated images and sounds. Spring.

6320 PRODUCTION SEMINAR: AUDIO Graduate-level course required for the MFA program in digital filmmaking. This course is designed to develop skills in audio production for film and video. Production. Spring.

6321 PRODUCTION SEMINAR: CINEMATOGRAPHY Graduate-level course required for the MFA program in digital filmmaking. An exploration of cinematography concentrating on composition and lighting. The student will get hands-on experience with camera and lighting equipment used to light and shoot a scene. Production. Spring.

6322 PRODUCTION SEMINAR: EDITING Graduate-level course required for the MFA program in digital filmmaking. An advanced course on editing. Basic editing knowledge is required. The class will focus on use of current digital non-linear editing systems. Technical issues concerning non-linear editing will be covered. In addition, the general mechanics of editing as well as the history and aesthetics of editing will be discussed. Production. Fall

6323 PRODUCTION SEMINAR: DIGITAL VISUAL EFFECTS Graduate-level course required for the MFA in digital filmmaking. This is a course in the theory and practice of contemporary digital visual effects using a production-centric approach. The focus is on-set production practices, post-production techniques, and use of digital technology. Production. Fall.

6324 PRODUCTION SEMINAR: PRODUCING THE MOTION PICTURE Graduate-level course required for the MFA program in digital filmmaking. The course covers the role of the independent producer through the life cycle of a project, from development, financing, and pre-production, through production, marketing, distribution, and exhibition. Students will develop their own business plans/prospectuses for original film projects of their own choosing. Spring.

6325 PRODUCTION SEMINAR: DIRECTING THE MOTION PICTURE Graduate-level course required for the MFA program in digital filmmaking. This is a course in the principles and practices of directing, focusing on two primary areas: (1) students will learn script analysis, rehearsal technique, and working with actors; and (2) students will focus on shot composition and visual design through the creation of shot lists and storyboards. Spring.

6340 HISTORY OF AMERICAN CINEMA Graduate-level course required for the MFA program in digital filmmaking. History of cinema in the United States from its beginnings around 1895 until present day. Relevant events are considered in chronological order with screenings of representative films from each decade. Topics discussed include changes in the national studio systems and the role of independent producers, as well as trends, movements, and influences. Cinema as a commercial enterprise as well as an artistic enterprise will be considered. The class will also address historiography—the way that historical information is gathered and organized. Fall.

6341 HISTORY OF INTERNATIONAL CINEMA Graduate-level course required for the MFA program in digital filmmaking. History of international cinema from its beginnings around 1895 until the present day. Relevant events are considered in chronological order with screenings of representative films from each decade. Topics discussed include establishment and evolution of influential national cinemas as well as trends, movements, and influences. The class will also address historiography—the way that historical information is gathered and organized. Spring.

6360 SCREENWRITING Graduate-level course required for the MFA program in digital filmmaking. Students will write a feature-length screenplay, reinforcing skills in scene structure, act structure, character, conflict, and other aspects of writing for the screen. Creative writing theory will also be discussed. Fall.

6362 WRITING THE SHORT FILM Graduate-level course required for the MFA program in digital filmmaking. Addresses the unique structural and character demands of writing the short script (less than 60 pages). Fall.

6390 DIRECTED STUDY IN DIGITAL FILMMAKING Graduate-level course. Involves in-depth study of a topic or topics to be determined by individual student need. Prerequisite: Consent of instructor. On demand.

7380, 7680, 7980 THESIS PROJECT An advanced culminating course in the MFA program in digital filmmaking. Each student will be responsible for producing, directing, and editing a complex sync-sound film (or video) production to completion. The student will work independently while periodically seeking the assistance and approval of his or her thesis committee. The committee must approve the script, breakdown, and budget. As the student progresses through the project, the committee must approve the picture cut and sound cut. Failure to seek the approval of the committee may result in a no-pass mark. Enrollment is contingent upon the successful completion of 42 credit hours of course work and the approval of the student's thesis committee. May be repeated for credit. Fall, spring.

4.03.04 WRITING

UCA does not offer graduate degree in Writing.

[1] Graduate Courses in Writing

5310 LINGUISTICS FOR EDUCATION This course is designed for students interested in the teaching of writing. Areas covered include the history of writing and grammar, literacy, the teaching of reading, writing and spelling through linguistic principles, the function of language in a classroom setting, and methods for teaching non-standard English speakers and writers. Discussion, workshop, lecture. Prerequisites: Graduate Status. Once per year.

5320 TEACHING CREATIVE WRITING: HISTORY, THEORY AND PRACTICE This course is designed for students who may be teaching creative writing or including creative writing in their curriculum at the K-University levels. Areas to be covered include the history of creative writing pedagogy, up to and including modern pedagogical approaches to the field. In addition to discussion and lectures, students will observe and describe creative writing classes at levels pertinent to their teaching interests and develop an integrated practice lesson. This course will be a more rigorous study of teaching creative writing than the undergraduate course in that it requires semester-long research for a major paper and more indepth readings on the complex issues involved. Prerequisite: graduate status.

5330 CONTEMPORARY COMPOSITION: THEORY AND PRACTICE This course examines composition theory and pedagogy at a graduate level through both readings and direct observation of composition classrooms. The course concentrates on the history of contemporary composition theory and the key issues fundamental to the development of the discipline. Research, writing, and reading requirements will be more rigorous than the undergraduate Composition Theory course with each graduate student being required to gain expert knowledge of one major theorist in the field for a major research paper, work on a semester long project to produce an original curriculum design for writing intensive courses. Prerequisite is Graduate Status.

6610 CENTRAL ARKANSAS WRITING PROJECT SUMMER INSTITUTE The Central Arkansas Writing Project Summer Institute for the Teaching of Writing is a special, selective five week intensive program that gathers exceptional K-12 teachers from the Central Arkansas region to study writing and the teaching of writing from published research and guest presentations on classroom practices.

4.04.01 FAMILY AND CONSUMER SCIENCE

Return to [Family and Consumer Sciences](#)

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

5310 PROGRAM DEVELOPMENT IN FAMILY AND CONSUMER SCIENCES 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, anthropometrical, 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.

5340 GERIATRIC NUTRITION This course is designed to provide students with a comprehensive overview of nutritional needs of older adults. The topics will help students gain insight related to physiological changes, diseases and environmental factors affecting the nutritional status of aging adults. Prerequisites: NUTR 1300 and BIOL 2405. This course will be delivered online. Fall

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 This course is the study of contemporary apparel trends and design in the context of the fashion industry. It includes a review of psychological/sociological factors that motivate human behavior regarding fashion. The study will examine environmental, economic, and technological influences upon the fashion industry. Research assignments will investigate, analyze, and forecast interpretations of current fashion trends. 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 findings and application in family food. Prerequisite: FACS 3370 or consent of instructor. On demand.

6309 CONSUMER ECONOMICS The family's problems in buying goods and services; government action relating to consumers; factors affecting prices of consumer goods. On demand.

6310 ADVANCED RESOURCE MANAGEMENT Theories of resource management, including decision making, organization, time management, resources, and values. Prerequisite: FACS 3311 or consent of instructor. On demand.

6311 READINGS IN FAMILY RELATIONS Current literature in marriage and the family. On demand.

6312 READINGS IN CHILD DEVELOPMENT Survey and evaluation of literature with implications for application in the family. On demand.

6313 DIET THERAPY The nutritional management through diet of persons with altered clinical conditions, i.e., diseases and metabolic disturbances. Prerequisite: FACS 3370. On demand.

6320 DIRECTED STUDY Directed independent study of techniques for problem design, analysis, and evaluation in one of the five specialization areas of family and consumer sciences. Prerequisite: Permission from instructor in area of specialization and chair of the Department of Family and Consumer Sciences. On demand.

6330 TRANSDISCIPLINARY ASSESSMENT OF YOUNG CHILDREN Issues involved in transdisciplinary assessment of children ages birth to five with special needs and their families. Procedures for selecting, administering, and interpreting assessment instruments will be discussed. Students will be given the opportunity to observe and/or participate in transdisciplinary assessment. On demand.

6331 READINGS IN PARENT AND CHILD RELATIONS Survey and evaluation of literature for parent child relations, parenting strategies. Blackboard course.

6332 READINGS IN ADULT DEVELOPMENT AND AGING Survey and evaluation of literature with implications for adult development, particularly the later states of life. Blackboard course.

6335 EVIDENCE-BASED RESEARCH IN NUTRITION A study of the use of systematically reviewed scientific evidence in making food and nutrition practice decisions. Blackboard course.

6341 HOUSING Physical, economic, and socio-psychological aspects of housing in relation to personal, family, and community resources. On demand.

6342 HOME FURNISHINGS Furnishings of the home from their practical and interior design aspects. On demand.

6344 THESIS RESEARCH I

6345 THESIS RESEARCH II

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN Analysis of 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: FACS 6330 or permission of the instructor. Summer.

4.04.02 HEALTH SCIENCES

Return to [Health Sciences](#)

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

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.

5306 HEALTH LITERACY This course is designed to provide health professionals with the knowledge and skills required for effective communication with clients who have low health literacy. The foundations of health literacy, its prevalence and the consequences for the health care system and health education are addressed.

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

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 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.

5352 HEALTH EDUCATION IN THE SECONDARY SCHOOLS Preparation of the junior or senior high school teacher with skills and techniques for teaching health education in the junior or senior high school. On demand in summer.

5365 FIELD EXPERIENCES IN HEALTH EDUCATION Diverse experiential offerings in the United States and international settings designed to immerse the student in health-related topics. On demand.

5370 ADMINISTRATION OF HEALTH PROGRAMS Fundamental concepts of administration, management, and leadership in a variety of health education, health promotion, and wellness programs. Fall and spring.

5665 FIELD EXPERIENCES IN HEALTH EDUCATION Diverse experiential offerings in the United States and international settings designed to immerse the student in health-related topics. On demand.

6310 HEALTH EDUCATION CURRICULUM AND INSTRUCTION The curriculum content and instructional methods in health education. On demand.

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.

6321 FOUNDATIONS OF HEALTH EDUCATION An overview of the competencies of a health educator and of major theories and principles of health education as they apply to health education practice. Trends and issues in health education are also discussed. Fall.

6345 DRUG EDUCATION AND PREVENTION This course will overview the current drugs of use and abuse as well as the biological, sociological, psychological, and legal issues associated with these drugs in our culture. Emphasis will be given to effective prevention, education, and treatment strategies and programs. Spring, summer.

6350 CONTEMPORARY HEALTH PROBLEMS An in depth study of health problems related to personal and community health. Fall, even years.

6353 ISSUES AND RESEARCH IN SEXUALITY Critical investigation of the issues related to human sexuality with an emphasis on research. Students will plan, conduct, and report original research findings. Fall, odd years.

6361 EPIDEMIOLOGY IN HEALTH EDUCATION The basic principles of epidemiology with emphasis on the causation and effects of disease on populations. Special emphasis on the fundamentals of epidemiological study design and use of resulting data in the health sciences. Spring.

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.

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

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.

5370 ADMINISTRATION OF HEALTH PROGRAMS Fundamental concepts of administration, management, and leadership in a variety of health education, health promotion, and wellness programs. Fall and spring.

6330 BIOSTATISTICS FOR PUBLIC HEALTH An introduction to biostatistics data collection, management, analysis, description, and inference.

6335 GRANTWRITING Course addresses the development of grants and contracts and presents an overview identifying funding sources. Summer.

6379 RESEARCH IN HEALTH SCIENCES A comprehensive overview of the foundation of applied health science research. Emphasis is placed on preparing students to conduct health science research. The course seeks to enhance students' knowledge, skills, and expertise in the fundamentals of qualitative and quantitative research design, implementation, and evaluation. Annually.

6180, 6280, 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.

6190, 6280, 6390 THESIS RESEARCH II Completion of the data collection, writing of thesis, and defense of the thesis. Prerequisite: Consent of the department. On demand.

4.04.03 KINESIOLOGY AND PHYSICAL EDUCATION

Return to [Kinesiology and Physical Education](#)

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

5310 SECONDARY METHODS AND MATERIALS FOR PHYSICAL EDUCATION The course identifies exemplary models of teaching and programming which students can adapt for their own professional use. Investigation, analysis, and practice of effective methods and techniques for the development of motor skill learning in children and adolescents will be conducted through systematic observations and evaluation of students' teaching. Primary instructional methods include lecture, discussion, and micro-teaching. Clinical experience will be required through an internship program. Candidates will be provided with opportunities to participate in the roles and responsibilities performed by teachers under the guidance of a master physical education teacher. On demand.

5363 EVALUATION AND ASSESSMENT IN ADAPTED PHYSICAL EDUCATION Development of evaluation and assessment skills, and exposure to specific questions in the field of adapted physical education. On demand.

6300 INDEPENDENT STUDY IN KINESIOLOGY AND PHYSICAL EDUCATION Independent study that requires the student to prepare and develop a selected topic. Presentation of research to graduate faculty is required. On demand.

6301 THESIS RESEARCH I Proposal and approval of a thesis topic, a review of related literature, and presentation and approval of a research design. Collection of pertinent data. On demand.

6302 THESIS RESEARCH II Completion of the data collection, writing of thesis, and defense of the thesis. On demand.

6310 MOTOR LEARNING Cognitive and motor processes related to the learning and performance of motor skills; emphasis is given to the topics of learning, attention, memory, and practice conditions. On demand.

6315 RESEARCH METHODS IN KINESIOLOGY AND PHYSICAL EDUCATION Understanding the research process and developing the skills applicable to the conduct of scientific investigation in kinesiology and physical education. Fall, on demand.

6316 DATA ANALYSIS This course provides coverage of data analysis techniques that 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: Research Methods or equivalent or consent of instructor. On demand.

6320 ORGANIZATION AND DEVELOPMENT OF SCHOOL AND COMMUNITY AND RECREATION PROGRAMS Content, facilities, financial resources, motivation, methods, and evaluation of school and community recreation programs are covered. On demand.

6330 FOUNDATIONS OF KINESIOLOGY AND PHYSICAL EDUCATION An analysis of biological, philosophical, psychological, and sociological factors forming the body of knowledge which is kinesiology. Pertinent governmental and historical events are also examined. On demand.

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.

4.04.04 NURSING

Return to [Nursing](#)

[1] Graduate Courses in Nursing (NURS)

5310 NURSING ETHICS An elective course designed primarily for nursing students. A study of ethical principles and reasoning applied to particular issues and cases related to health care and especially to nursing concerns. The course will examine standard theoretical approaches to health care/nursing ethics with an emphasis on the application of those theories to the needs of specific providers, clients, individuals, and institutions. The course will include lecture and discussion in an online format.

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.

5330 CULTURAL AND HUMAN DIVERSITY IN NURSING Examines the influences of culture on client responses to wellness, health challenges, and health care. The effects of cultural diversity on concepts such as time, health, food, and end-of-life rituals will be investigated. Cultural assessments and the use of these assessments in planning and implementing culturally congruent nursing care will be explored. Offered 1 or 2 semesters

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. On Request.

6301 RESEARCH FOR EVIDENCE-BASED PRACTICE I The first of two research courses that examines the role of research in evidence-based practice for advanced nursing practice. Emphasis is on identifying clinical questions, accessing research evidence, and appraising research evidence for scientific merit and clinical utility. Prerequisite: Full Admission to the MSN program. Fall.

6303 POLICY AND ROLES IN ADVANCED HEALTH CARE Addresses health care policy, organization and financing of health care, ethics, legal issues, and the role of the advanced practice nurse in the development, implementation, and evaluation of health care delivery. Prerequisite: Admission to the MSN program. On Request.

6304 RESEARCH FOR EVIDENCE-BASED PRACTICE II The second of two research courses that examines the role of research in evidence-based practice for advanced nursing practice. Emphasis is on synthesis of research evidence, research utilization models, identification of practice outcomes, and translation of research into clinical practice. Prerequisite: NURS 6301 Research for Evidence-based Practice I. Spring.

6305 EDUCATIONAL CONCEPTS FOR ADVANCED PRACTICE NURSING Explores the role of the nurse educator in student education, continuing education, staff development, and patient/client education. Includes philosophy of education, principles of teaching learning, learner assessment, developing/selecting instructional materials, preparing teaching plans, group instruction strategies, and principles of measurement and evaluation. Spring.

6315 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.

6320 PATHOPHYSIOLOGY FOR ADVANCED NURSING PRACTICE Provides advanced practice nurses with the pathophysiology foundation for diagnostic reasoning, clinical assessment and management of client care. Prerequisite: Admission to the MSN program. Fall.

6322 EPIDEMIOLOGY AND COMMUNITY CONCEPTS FOR ADVANCED PRACTICE NURSING Explores the distribution of health states and demographics in populations and communities. Investigates environmental conditions, global issues, lifestyles, and other wellness/risk factors associated with societal and individual health states throughout the lifespan. Examines the delivery of culturally competent healthcare. Spring.

6325 PHARMACOTHERAPEUTICS FOR ADVANCED NURSING PRACTICE Provides advanced practice nurses with the foundation to prescribe and manage pharmacologic regimens. Related pharmacologic issues are addressed. Prerequisite: Admission to the MSN program. Spring.

6330 ADVANCED PRACTICE MANAGEMENT Explores transition into advanced practice nursing roles by addressing advanced practice issues, leadership and change theory, the business of advanced practice, and interactive skill development. Prerequisite: Admission to MSN Program. On Request.

6332 HEALTH POLICY AND LEADERSHIP Examines advanced practice nursing roles in relationship to health care policy, economics and quality of care, leadership and management theories/strategies, liability/accountability, risk management, and concepts that integrate law, management theory, and ethics in advanced practice with diverse populations. Fall.

6344 MASTER'S PROJECT Investigation of a particular nursing problem from a chosen theoretical perspective; extends nursing practice to effect more desirable health-care outcomes. Prerequisite: NURS 6202, two required clinical courses, and approval of research advisor. On request.

6345 MEASUREMENT AND EVALUATION Exploration of theories, principles, and techniques of measurement and evaluation as they pertain to the practice, education, and research of nursing and other health professions.

Prerequisite: Full admission to MSN program or other CHBS discipline and statistics. Spring.

6347 THEORETICAL FOUNDATIONS OF NURSING PRACTICE Focus is on critique, evaluation, and utilization of appropriate theory for practice and/or research. Relevant theories from nursing and other fields are explored. Prerequisite: Admission to the MSN program. Fall.

6348 TEACHING IN NURSING AND HEALTH PROFESSIONS Emphasizes educator role in higher education, continuing education and staff development, or patient/client education. Core content includes principles of teaching-learning, learner assessment, developing/selecting instructional materials, preparing teaching plans, and instruction strategies. Practicum component allows the student to implement the teaching role. Prerequisite: NURS 6345 preferred, first clinical course preferred, or permission of department chair if other CHBS graduate major. Spring.

6350 CURRICULUM IN NURSING AND HEALTH PROFESSIONS Theories, concepts, issues, designs, and patterns of nursing and other health discipline curricula in higher education. Pre/corequisites: NURS 6345 preferred, first clinical course preferred or permission of the department chair if other CHBS graduate major. Fall.

6355 THESIS RESEARCH Prerequisite: NURS 6202 and 6301, both clinical courses, and approval of research advisor. On request.

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

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, 6304, 6305, 6315, 6320, 6322, 6325, 6332, and 6347 (all Foundation Courses). 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, 6304, 6305, 6315, 6320, 6322, 6325, 6332, and 6347 (all Foundation Courses). 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, 6304, 6305, 6315, 6320, 6322, 6325, 6332, and 6347 (all Foundation Courses). 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 NURS 6301, 6304, 6305, 6315, 6320, 6322, 6325, 6332, and 6347 (all Foundation Courses). 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 common health issues or problems of adults. Includes 180 clinical clock hours. Prerequisites: NURS 6301, 6305, 6315, 6304, 6320, 6322, 6325, 6332, and 6347 (all Foundation Courses). 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.

4.04.05 OCCUPATIONAL THERAPY

Return to [Occupational Therapy](#)

[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 service delivery of occupational therapy for mental health conditions. Etiology, manifestations, treatment, and implications for occupational therapy intervention for major neuropsychiatric conditions are discussed. Prerequisite: Admission to OT program. Spring.

5330 INTRODUCTION TO RESEARCH Interpretation and critical analysis of current literature and research in occupational therapy. Sampling, data collection, data analysis, reliability, validity, and the components of a research proposal are introduced. Prerequisite: Admission to OT program or by permission of instructor. Spring.

5335 FOUNDATIONS FOR PEDIATRIC OCCUPATIONAL THERAPY This required course introduces the scope of pediatric occupational therapy practice. A typical development is contrasted to typical development in the context of occupational therapy practice. Students develop beginning skills in the diagnosis of problems associated with abnormal development as needed for occupational performance. This course is open to undergraduate and/or graduate students who have been accepted and enrolled in entry-level occupational therapy program. Spring.

5365 EVALUATION AND TREATMENT IN MENTAL HEALTH I Introduces the scope of mental health occupational therapy practice, including settings, models, teams, and purposeful activity. Model of Human Occupation, Object Relations, Behavior and Role Acquisition approaches to evaluation, treatment planning, implementation, and documentation are emphasized. Prerequisite: Admission to OT program. Fall.

5380 EVALUATION AND TREATMENT IN PHYSICAL DISABILITIES II Emphasizes traditional and contemporary motor control frames of reference and cognitive-perceptual approaches to intervention with the adult population. Students will learn approaches to assessment, intervention, and documentation based on these approaches. Prerequisite: Admission to OT program. Fall.

5390, 5490, 5590, 5690 ADVANCED OCCUPATIONAL THERAPY FIELDWORK I Provides a supervised advanced contribution to occupational therapy in a fieldwork setting. An experience in a clinical specialty area, in rehabilitation management, or in clinical teaching may be selected. Prerequisite: Admission to OT program. On demand.

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. Online. 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 prosthetic appliances. Selection, fitting, and fabrication of orthotic appliances, selection of prostheses. Special emphasis on management of burns, arthritis, and musculoskeletal injuries. Prerequisite: Admission to OT program. Spring.

6310 OCCUPATIONAL THERAPIST AS AN EDUCATOR Prepares the occupational therapy clinician for

adaptation to the higher education environment. Academic issues and concepts are presented; students will learn to prepare educational objectives, learning experiences, and evaluations for a unit of study. Prerequisite: Enrollment in a graduate-level program in a health care discipline or consent of instructor. On demand.

6311 OCCUPATIONAL THERAPY IN THE COMMUNITY Learners synthesize previous knowledge about individuals with disabilities and their assimilation into the community and explore a variety of practice settings in which occupational therapists provide services to clients within their local community and the impact that technological advances and economics have on the scope of practice. Prerequisite: Admission to OT program. Spring.

6312 OCCUPATIONAL THERAPY ADMINISTRATION AND MANAGEMENT Advanced theory, philosophy, and management functions as related to occupational therapy practice. Reimbursement and health care economic issues are addressed. Prerequisite: Admission to OT program. Fall.

6313 LEADERSHIP IN HEALTH CARE A study of leadership theories, and the application of these theories to leadership roles and work situations encountered by health professionals. Prerequisite: Enrollment in a graduate-level program in a health care discipline or consent of instructor. On demand.

6314 OCCUPATIONAL THERAPY PRACTICE IN GERIATRICS Role of occupational therapy with older adults. The course examines the therapeutic relationship between the occupational therapist and the older person, geriatric assessment tools, and treatment areas in occupational therapy, including prevention, accommodation, and restoration. Prerequisite: Admission to OT program. Fall.

6315 RESEARCH METHODS Provides the skills and procedures necessary for designing a research proposal or project of importance to the field of occupational therapy. The kinds of data collection, analysis, and interpretations pertinent to occupational therapy are discussed. Prerequisite: Admission to OT program. Fall.

6318 LEADERSHIP IN HEALTHCARE A study of leadership theories and the application of these theories to leadership roles and work situations encountered by health professionals. Prerequisites: Admission to graduate study and the occupational therapy program or permission of instructor. Annually.

6320 THESIS Includes the writing and defense of the thesis. Open only to students in the thesis option of the Occupational Therapy master's program. Fall, Spring.

6322 ADVANCED OCCUPATIONAL THERAPY FIELDWORK II Continuation of Advanced Occupational Therapy Fieldwork I, with justification for learning objectives advanced beyond those of Fieldwork I. Prerequisite: OTHY 5390, 5490, 5590, or 5690. On demand.

6325 OCCUPATIONAL THERAPY AND THE ARTS: A NON-TRADITIONAL COMMUNITY-BASED EXPERIENCE This graduate elective provides opportunities for occupational therapy students to work in a community-based program. Students will use knowledge and skills from previous courses to work with persons with disabilities, professional artists, and service providers in a community-based program using the performing/visual arts and a camp-like experience. In addition, the course allows the student to understand and experience the achievements and challenges that people with disabilities experience on a day-to-day basis. Prerequisite: Admitted to and progressing through the occupational therapy program. Summer.

6328 ACTING CREATES THERAPEUTIC SUCCESS: A SERVICE-LEARNING EXPERIENCE This service-learning course allows the student to apply the occupational therapy process in a community-based program (Acting Creates Therapeutic Success - ACTS) for persons with developmental disabilities. Through seminars and practical experiences, the student will have the opportunity for academic and personal reflection. Prerequisite: Admitted to and progressing through the 2nd year of the occupational therapy program. On demand.

6330 TRANSDISCIPLINARY ASSESSMENT OF YOUNG CHILDREN Addresses issues involved in transdisciplinary assessment of children (and their families), ages birth to five, with special needs. Prerequisite: Enrollment in a graduate-level program in a rehabilitation discipline or consent of instructor. On demand.

6335 ADVANCED SPINAL CORD INJURY MANAGEMENT Course will include information necessary for students to independently perform advanced client evaluation and intervention for persons with spinal cord injuries. Prerequisite: Enrollment in a graduate-level program in a rehabilitation discipline or consent of instructor. On demand

6336 ADVANCED INTERDISCIPLINARY PRACTICE IN COGNITIVE-NEUROREHABILITATION Advanced application of theory, evaluation, and intervention for clients with acquired brain injury. Emphasis is on preparatory and occupation-based practice to address cognitive, perceptual, and behavioral deficits and the use of neurodevelopmental treatment. Prerequisite(s): OTHY 4380 or OTHY 5380. Elective. Summer.

6337 THEORY OF OCCUPATIONAL ADAPTATION This course provides post-professional and entry-level graduate occupational therapy students the opportunity to learn, analyze, practice and critique the Theory of Occupational Adaptation. Elective. Summer.

6338 SPECIALIZED INTERVENTIONS IN OCCUPATIONAL THERAPY: PEDIATRIC DYSPHAGIA AND SELECTED MODALITIES Occupational Therapy evaluation and treatment of dysphagia in children. Use of selected physical and electrical modalities (neuromuscular electrical stimulation, interferential current, ultrasound, whirlpool, and cold laser) as preparatory intervention methods for occupational therapy. Elective. Spring.

6339 ADVANCED ANATOMICAL REVIEW OF THE UPPER EXTREMITY Advanced study of the shoulder, arm, forearm and hand through dissection of cadaver specimens. Special emphasis is placed on bone, muscular and nerve structures as they contribute to functional use of the upper extremity. Based on client need and research evidence, students select appropriate treatment interventions to optimize/restore occupational performance. Elective. Summer.

6340 SENSORY INTEGRATION An in-depth examination of sensory integration theory. This course emphasizes sensory integration concepts, postulates, function/dysfunction, assessment interpretation, treatment planning, and treatment implementation. Prerequisite: Enrolled in graduate study in a 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.

6346 INTERDISCIPLINARY LEADERSHIP IN PEDIATRIC PRACTICE I This course presents 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. Prerequisite: Admitted to and progressing through occupational therapy program. Spring.

6347 INTERDISCIPLINARY LEADERSHIP IN PEDIATRIC PRACTICE II A continuation of OTHY 6346 (admission by application only). Emphasis is on integrating and applying the clinical and leadership skills learned in OTHY 6346 to interdisciplinary clinical experiences. Prerequisite: OTHY 6346. Fall.

6348 ENVIRONMENTAL COMPETENCY Explore the role of the environment with a client receiving occupational therapy; the effects on participation in occupation, the ways in which the environment affects disability, and ways the environment shapes occupational therapy practice. This online course is an elective offered to graduate students enrolled in the occupational therapy program. 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. Online. 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.

4.04.06 PHYSICAL THERAPY

Return to [Physical Therapy](#)

[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. Admission to Graduate Physical Therapy Program or consent of Instructor.

5290 TOPICS IN PHYSICAL THERAPY: INTERNATIONAL STUDY FIELD TRIP/CLINICAL PRACTICUM Study in a selected country to enhance medical and cultural knowledge through organized field trip experiences. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

5370 PATHOLOGY I Principles, pathogenesis, and mechanisms common in disease processes. Relevance of mechanisms and consequences of clinical manifestations of disease to physical therapy practice and the impact of disease processes across the life span stressed. Admission to Graduate Physical Therapy Program.

5403 HUMAN PHYSIOLOGY A comprehensive survey of physiology as the scientific basis of clinical practice. Includes general principles and a systems approach as a basis for the processes of examination, evaluation, development of diagnoses and prognoses, and intervention for neuromuscular, musculoskeletal, cardiopulmonary, and integumentary disorders, and screening for disease in other systems. Admission to Graduate Physical Therapy Program.

5505 GROSS ANATOMY Structured aspects of the human body. Lecture and lab of prosected cadavers. Admission to Graduate Physical Therapy Program.

6101-6301 SPECIAL PROBLEMS IN PHYSICAL THERAPY Concentrated individual study of a particular topic in a specialty area of physical therapy under supervision. Designed to supplement regularly organized courses in physical therapy. Admission to Graduate Physical Therapy Program.

6110 CLINICAL PRACTICUM: ADMINISTRATION A course which runs concurrently with Clinical Practica: Acute, Rehabilitation, and Specialty and provides an overview of professional presentations and the Continuous Quality Improvement Study process. At least a 3.00 GPA in courses required for the major in the professional curriculum. Admission to Graduate Physical Therapy Program.

6116 RESEARCH SEMINAR I An advanced course to prepare students to analyze research proposals and investigative findings critically. Students observe, discuss, and critically review proposals and presentations of other students who are at the dissertation proposal stage. Admission to Graduate Physical Therapy Program.

6138-6338 DIRECTED GRADUATE STUDY IN PHYSICAL THERAPY Directed group in-depth study of a particular topic in physical therapy. Admission to Graduate Physical Therapy Program.

6199-6699 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. Admission to Graduate Physical Therapy Program.

6216 RESEARCH SEMINAR II An advanced course to prepare students to plan and effectively articulate a research proposal. Students develop and present a topic related to the proposed area of research. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program.

6250 PHARMACOLOGY IN PHYSICAL THERAPY 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. Admission to Graduate Physical Therapy Program.

6305 FUNDAMENTAL SKILLS IN PHYSICAL THERAPY The study and practice of body mechanics, patient transfers and positioning techniques, gait, bed mobility, use of special equipment in the patient care environment, activities of daily living, the prescription, fitting, application and use of wheelchair and other assistive devices, accessibility and architectural barriers and other selected topics related to patient care in physical therapy. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program.

6316 THERAPEUTIC AGENTS Application and physiological principles of physical agents, mechanical modalities, and massage in patient treatment. Emphasis on utilization of these therapeutic agents based on patient diagnosis, practical applications, physiological effects, indications, contraindications, and scientific evidence. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program.

6340 RESEARCH DESIGN IN PHYSICAL THERAPY Study of nomenclature and principles used in research. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

6353 INDEPENDENT STUDIES IN PHYSICAL THERAPY Study of general principles through data collection,

results, analysis, and the drawing of conclusions. Prerequisites: PTHY 6340 and admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program.

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; Admission to Graduate Physical Therapy Program.

6405 THERAPEUTIC EXERCISE Application and physiological principles of therapeutic exercise, biofeedback, and stretching in patient treatment. Emphasis is on development of and progression through an exercise intervention based on patient diagnosis, practical applications, physiological effects, indications, contraindications, and scientific evidence. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program.

6501 NEUROSCIENCE An analysis of the structure and function of the human peripheral, central, and autonomic nervous system, including laboratory study of specimens of human brain and spinal cord. A variety of neuropathologies are analyzed as a basis for understanding nervous system functions. Prerequisite: BIOL 3370 or equivalent. Admission to Graduate Physical Therapy Program.

7101-7901 ADVANCED RESEARCH (variable credit 1-9) Instruction and guidance of the student in all facets of the investigative process up to and including development of the dissertation proposal. The student will critically evaluate experimental research, become experienced with research tools commonly used in the student's area of focus, and develop and present the dissertation proposal. Admission to Graduate Physical Therapy Program.

7102-7902 DISSERTATION An original, substantial, and significant research project is carried out independently by the student in collaboration with the dissertation advisor and committee. The student must be able to complete a final oral examination or defense to demonstrate expertise in the research area. Prerequisite: Admission to Doctoral Candidacy.

7106 EDUCATIONAL ROLES IN PHYSICAL THERAPY Prepares students for educational roles in (a) patient/client related instruction (the process of informing, educating, and/or training patients-clients, families, caregivers and others); (b) clinical instruction for students; (c) professional/community-related instruction; and (d) emerging instructional technologies. Admission to Graduate Physical Therapy Program.

7109 OUTCOMES ASSESSMENT IN PHYSICAL THERAPY Assessment of clinical management outcomes for the purpose of preparing the student for reflective practice. Includes a capstone project of a written and orally presented case report incorporating scientific evidence for all aspects of patient management (examination, evaluation, diagnosis, prognosis, intervention, and outcomes). Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program.

7203 PATIENT MANAGEMENT I Introduction to the Guide to Physical Therapist Practice and health care models of patient management. Introduction to evidence based practice, theory and different sources of knowledge, legal practice standards (HIPAA and confidentiality), critical thinking and decision making as it relates to clinical practice. Emphasis will be placed on taking a comprehensive patient history and analyzing patient cases. Included in the course will be observation of physical therapy in the clinical setting and analysis of the observation experience. Admission to Graduate Physical Therapy Program.

7205 PROFESSIONAL ISSUES IN PHYSICAL THERAPY 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. Admission to Graduate Physical Therapy Program.

7207 PROFESSIONAL CLINICAL OUTCOMES ASSESSMENT This course will emphasize contemporary clinical practice and issues attendant to quality of patient care through outcomes measurement and assessment. This course will be delivered on-line.

7208 PATIENT MANAGEMENT II Builds on the information on the patient management model presented in Patient Management I by placing the emphasis on documentation, including the influence of the different reimbursement entities. Introduces students to examination, evaluation, diagnosis, prognosis, and plan of care as these relate to patient management and appropriate documentation in the health care environment. Admission to Graduate Physical Therapy Program.

7210 INTEGUMENTARY SYSTEM: PRINCIPLES AND PRACTICE Systemic approach to the examination of the integumentary system. Prevention, pathology and diagnosis related precautions will be examined. Analysis of wound etiology and management will be emphasized in the classroom and laboratory. Admission to Graduate Physical Therapy Program.

7211 DIAGNOSTIC IMAGING Diagnostic imaging is the application of the principles of radiology in the study of the neuromuscular and musculoskeletal system. This online course attempts to assist students to understand the importance of imaging in the patient's diagnostic evaluation through lecture, observation of the various modalities including conventional radiographs, CT, and MRI as they relate to the decision making process in patient/client management.

7215 PROFESSIONAL MANAGEMENT This course is presented fully on-line. A course developed for assessing and addressing management of the business of physical therapy and the administration of services in all settings across the health care continuum. The student will examine varying healthcare delivery systems, comparisons of practice business models, liability issues and risk management, business planning and expectations, and the technology available to increase efficiency and effectiveness in all areas of practice. The students will also develop strategies for effective marketing for all practice settings and consultation skills for the physical therapy professional.

7217 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. This course will be delivered on line. Admission to Graduate Physical Therapy Program.

7220 WELLNESS AND ADVANCED HEALTH MANAGEMENT This course is presented fully on-line. A course developed for assessing and addressing wellness and the advanced management of human health. The student will explore components of wellness including, but not limited to, lifestyle, social, environmental, mental, spiritual, and physical needs of the client. The student will be exposed to assessment tools for each of the components of wellness

and healthful living. Intervention plans that will include modification and implementation of proper patterns of exercise and behavior will also be developed. Advanced concepts of exercise prescription and performance enhancement will be developed by the student for application to the appropriate populations.

7228 CLINICAL EDUCATION PRACTICUM I IN PHYSICAL THERAPY The first in a series of full-time supervised clinical education experiences with emphasis 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.

7303 DIFFERENTIAL DIAGNOSIS AND CLINICAL REASONING IN PHYSICAL THERAPY Emphasis on selected components of professional practice in physical therapy related to performance of medical screening, differential diagnosis, prognosis, and plan of care; engaging in evidence based practice; and making use of frameworks of clinical reasoning and decision making. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program.

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 pattern changes during the life span with research evidence regarding physiological and anatomical systems. Admission to Graduate Physical Therapy Program.

7306 SPORTS II Provides advanced knowledge and skill including anatomy, biomechanics, pathomechanics, evaluation, specific pathologies, immediate management, rehabilitation, prevention, and sport/injury relationship of the hip, knee, ankle, foot, and related soft tissue. Admission to Graduate Physical Therapy Program.

7308 UPPER QUARTER AND CERVICAL SPINE Study of advanced evaluation and treatment of the cervical spine. An eclectic approach to the cervical spine will be presented with specific emphasis on the osteopathic model as an approach to spine function and dysfunction. Treatment will emphasize manual interventions such as muscle energy and direct and indirect mobilization. Admission to Graduate Physical Therapy Program or consent of Instructor.

7309 LUMBOPELVIC DYSFUNCTION Study of advanced evaluation and treatment of the lumbar spine. An eclectic approach to the lumbar spine will be presented with specific emphasis on the osteopathic model 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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program.

7314 APPLIED HISTOLOGY AND PHYSIOLOGY This course contains content related to normal and abnormal

histology and physiology concerning varied body systems and interrelationships between the systems. This course also includes content on appropriate histological findings, laboratory values and diagnostic tests for pathologies common in physical therapy practice. This course will be delivered on-line.

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. Admission to Graduate Physical Therapy Program.

7316 ADVANCED BIOMECHANICAL AND KINESIOLOGICAL ANALYSIS This course emphasizes electromyographic (EMG) recording instruments and techniques commonly used in kinesiological and biomechanical studies and include 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. Admission to Graduate Physical Therapy Program or consent of Instructor.

7320 RESEARCH METHODS IN PHYSICAL THERAPY 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. This course will be delivered on line. Admission to Graduate Physical Therapy Program.

7321 EFFICACY IN PHYSICAL THERAPY PRACTICE This course provides a supervised advanced clinical experience in physical therapy using research-based assessment and intervention.

7322 EVIDENCE BASED PRACTICE This course examines sources of knowledge for effectiveness in patient/client management for the four practice areas: musculoskeletal, neuromuscular, integumentary, and cardiopulmonary. Students study systems for evaluating evidence and knowledge--through online activities, readings, lectures/discussions--and applying concepts to patient screening, examination, evaluation, assessment, diagnosis, and prognosis. This course will be delivered on line. Admission to Graduate Physical Therapy Program

7323 EFFICACY IN PHYSICAL THERAPY PRACTICE This course examines sources of knowledge for effectiveness in patient/client management for the four practice areas: musculoskeletal, neuromuscular, integumentary, and cardiopulmonary. 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. This course will be delivered on line. Admission to Graduate Physical Therapy Program.

7328 CLINICAL EDUCATION PRACTICUM II IN PHYSICAL THERAPY The second in a series of full-time supervised clinical education experiences with emphasis 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.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

7345 ADVANCED ELECTROPHYSIOLOGICAL ASSESSMENT Advanced study in the use of nerve conduction and electromyographic techniques in the assessment and evaluation of selected patients. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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. Admission to Graduate Physical Therapy Program or consent of Instructor.

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 community. Emphasis will be placed on the advanced integration of information obtained from examination and assessment procedures in order to differentiate conditions appropriate for treatment by physical therapists from pathologies that warrant referral to appropriate specialists. Advanced examination procedures that allow the differentiation of pathological conditions that present with similar symptoms will be stressed. Admission to Graduate Physical Therapy Program or consent of Instructor.

7380 GERIATRIC ORTHOPEDICS Study of the complexities involved in the treatment of musculoskeletal problems in the older adult with an emphasis on injury prevention, wellness, and functional independence. The course is an advanced-level analysis of the current practice guidelines and research to address the orthopedic specificity of the older population. Admission to Graduate Physical Therapy Program or consent of Instructor.

7385 TEACHING PRACTICUM IN PHYSICAL THERAPY EDUCATION Students will be involved in classroom experiences that include developing teaching strategies, selecting content, writing tests, using media, and managing student behaviors. Students will discuss the faculty issues of workloads, tenure, research, service, faculty

development and assessment, and accreditation as necessary for functioning in a physical therapy educational environment. Admission to Graduate Physical Therapy Program.

7388 LIFESPAN MOTOR DEVELOPMENT Study of development from birth to death with emphasis on movement pattern changes. Students demonstrate skill in movement assessment of normally developing children and adults, in recognition of pathological development occurring in various diagnostic categories, and in age-appropriate treatment regimens for specific movement disorders. Admission to Graduate Physical Therapy Program.

7390 ADVANCED ANATOMY Advanced study of anatomy with emphasis on clinical anatomy of the musculoskeletal system. Students will correlate regional and systemic anatomical knowledge with clinical applications. Students will be introduced to imaging technology and will use cadaver dissection, prosection use, and interpretation of anatomical images to enhance their understanding of diagnostic and treatment techniques. Admission to Graduate Physical Therapy Program or consent of Instructor.

7405 MUSCULOSKELETAL PHYSICAL THERAPY II The management of the patient/client with spinal dysfunction and peripheral nerve injury 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, industrial, and other orthopedic physical therapy concepts. Admission to Graduate Physical Therapy Program.

7408 CLINICAL ELECTROPHYSIOLOGICAL INTERVENTION A study of the instrumentation, techniques of application, and clinical uses of electricity and electrotherapeutic modalities in physical therapy intervention for selected impairments and conditions. Emphasis is placed on clinical decision making regarding selection and application of an electrotherapeutic device in an effective and clinically acceptable manner based on patient diagnosis, knowledge of the instrumentation, indications, contraindications, physiological effects of the treatment, goals of the patient, and scientific evidence. Course includes introduction to electroneuromyography. Admission to Graduate Physical Therapy Program.

7410 NEUROMUSCULAR PHYSICAL THERAPY: COMPLEX Evaluation and treatment of patients with multiple trauma, generalized weakness, and specific disabilities or disease processes including multiple trauma, amputations, spinal cord injuries, diabetes mellitus, Guillain-Barre 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. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program.

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. Admission to Graduate Physical Therapy Program.

7528 CLINICAL EDUCATION PRACTICUM III IN PHYSICAL THERAPY The third in a series of full-time supervised clinical education experiences with emphasis 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.

7529 CLINICAL EDUCATION PRACTICUM IV IN PHYSICAL THERAPY The fourth in a series of full-time supervised clinical education experiences with emphasis 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.

7530 CLINICAL EDUCATION PRACTICUM V IN PHYSICAL THERAPY The fifth in a series of full-time supervised clinical education experiences with emphasis 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.

4.04.07a PSYCHOLOGY AND COUNSELING (COUN)

Return to [Psychology and Counseling](#)

[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 school 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. Fall.

6342 CAREER EDUCATION AND VOCATIONAL DEVELOPMENT Provides an overview of major career development theories and practical application for counselors, school counselors, and state agency personnel which will enable them to assess and counsel more effectively with students regarding vocational endeavors. On demand.

6350 COUNSELING PROCESS AND SKILLS To develop in the counselor-in-training fundamental attending and listening skills necessary for all counseling, and to encourage self-exploration 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.

6361 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 Specific problems in counseling to be worked out with advisor or instructor prior to enrolling. A minimum of 80 clock hours work in approved facility. On demand.

6381 PRACTICUM IN COUNSELING I Supervised experience in counseling. Prerequisite: Consent of instructor and minimum of 15 semester hours including PSYC 6354, COUN 6350, and PSYC 5320 or PSYC 6314. Must make arrangements prior to registration. On demand.

6382 PRACTICUM IN COUNSELING II Continuation of COUN 6381. Prerequisite: COUN 6381 and consent of instructor. Must make arrangements prior to registration. On demand..

6395 PRACTICUM IN MARRIAGE AND FAMILY THERAPY Supervised counseling practicum experiences with family systems and subsystems. On demand.

6642 INTERNSHIP IN COUNSELING On-the-job experience in counseling. Prerequisite: Practicum experience and successful completion of comprehensive exams. On demand.

4.04.07b PSYCHOLOGY AND COUNSELING (PSYC)

Return to [Psychology and Counseling](#)

[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, adolescents, and adults including assessment-related standards, ethics, and report writing; emphasizes intellectual assessment Prerequisites: PSYC 6330 and consent of instructor. Fall, spring

6314 PSYCHOPATHOLOGY Surveys behavior disorders, their origins, diagnostic criteria, clinical correlates, and treatment. Prerequisite: PSYC 4320 or 5320. Spring.

6315 APPLIED BEHAVIOR ANALYSIS Provides knowledge and skills in functional behavioral 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. Prerequisite PSYC 6314.

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 regarding the diagnosis and remediation of learning problems. Summer.

6345 PSYCHOLOGY OF THE GIFTED CHILD Examines the characteristics, psychological growth, and 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. Fall.

6354 THEORIES OF PSYCHOTHERAPY AND COUNSELING Provides an overview of the major theoretical approaches to psychotherapy, including a critical evaluation of each theory. Fall.

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, Summer.

6356 GROUP PSYCHOTHERAPY AND COUNSELING Covers theory and practice 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. Fall.

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. Fall.

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 or 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.

7165-7665 DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY Supervised counseling experiences in professional psychology planned in accordance with the departmental Counseling Psychology Handbook. A minimum of 150 hours is required per semester. Once per semester.

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.

7307 DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY III This class is a continuation of P7305: Doctoral Practicum in School Psychology I and P7306: Doctoral Practicum II. It provides candidates with advanced, supervised field experience in the practice of school psychology.

7310 BEHAVIORAL AND EMOTIONAL ASSESSMENT OF CHILDREN Required for graduate students in the school psychology programs; an elective for graduate students in other psychology programs who have passed Psychoeducational Assessment I. This course will enable students to develop their practical skills in the measurement, evaluation, and diagnosis of behavioral and emotional problems for children and adolescents and in the administration, scoring and interpretation of various individual objective and projective personality measures, rating scales, functional behavior assessment, and diagnostic interviews.

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. Spring.

7350 PRACTICUM IN TEACHING PSYCHOLOGY The purpose of this course is to prepare individuals to teach psychology at the university level. Students will learn how to use effective pedagogy, use technology in teaching, develop a teaching philosophy, develop a syllabus, develop lesson plans, foster effective teacher/student relationships, respond effectively to problem behaviors, deliver lectures, and design assessment tools.

7360 FOUNDATIONS OF COUNSELING PSYCHOLOGY Introduction to the specialty of counseling psychology, including the history, philosophical bases, and current and emerging directions. Emphasis on critically reviewing literature in the field and examining psychologist roles and functions. Once per year.

7361 PSYCHOLOGICAL TREATMENTS AND METHODS Advance study of empirically supported treatment approaches to a variety of disorders. Examines the theoretical, empirical, and technical aspects of specific psychological treatments. Once per year.

8305 PSYCHOEDUCATIONAL INTERVENTION I The first course in a two-course examination of psychoeducational interventions. Covers empirically supported interventions for a variety of school-related problems, including interventions aimed at schools, classrooms, and individual students; emphasizes academic interventions. Prerequisite: Designed for third-year doctoral students in school psychology.

8310 PSYCHOEDUCATIONAL INTERVENTION II Continues Psychoeducational Intervention I; emphasizes therapeutic, social-behavioral interventions. 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.

9110-9910 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. Fall.

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. Spring.

4.04.08 SPEECH-LANGUAGE PATHOLOGY

Return to [Speech-Language Pathology](#)

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

5220 DIAGNOSIS AND PLANNING Practice in writing and interpreting a variety of reports used in the field of speech-language pathology. Planning goals for therapy from these reports will also be emphasized. Spring.

5307 ADVANCED SIGN LANGUAGE Emphasis placed on expressive and receptive use of American Sign Language (ASL). A written paper required on research about ASL. On demand.

5310 ASSISTIVE TECHNOLOGY The use of assistive technology to promote greater independence for individuals with disabilities. Fall, spring.

6101 CLINICAL SEMINAR I: ORIENTATION Orientation to the UCA Speech-Language-Hearing Center's graduate practicum including the study of the supervisory process, clinical protocols, and diagnostic procedures. Prerequisite: Consent of instructor. On demand.

6103 CLINICAL SEMINAR III: PUBLIC SCHOOLS Policies and procedures for the provision of speech therapy services employed in Arkansas public schools including assessment procedures, due process, and the integration of the therapy program into the academic setting. Prerequisite: Consent of instructor. On demand.

6104 CLINICAL SEMINAR IV: MEDICAL SETTING Clinical procedures with adults including individuals with traumatic brain injury (T.B.I.), aphasia, and other neurological disorders. This course will also address family counseling. Prerequisite: Consent of instructor. On demand.

6105 CLINICAL SEMINAR V: EVIDENCE-BASED PRACTICE The study of the relationship between research and clinical practice in speech-language pathology and includes a heavy focus on evidence-based practice. Fall, Spring.

6120 MULTICULTURAL ISSUES IN SPEECH-LANGUAGE PATHOLOGY The study of the general concepts of multiculturalism and the specific ways in which it influences health science related fields and the practice of speech-language pathology. On demand.

6216 CLEFT PALATE AND VELOPHARYNGEAL INCOMPETENCE The etiology, assessment, and treatment of those clients exhibiting cleft palate, velopharyngeal incompetence, and other oral-facial anomalies. Prerequisite: Graduate status. Summer, Spring.

6220 FLUENCY DISORDERS Advanced study of fluency disorders including clinical and experimental aspects. Summer.

6225 VOICE DISORDERS Voice pathologies including evaluation techniques and specific remediation procedures for patients with voice disorders. Fall, Spring.

6227 PEDIATRIC FEEDING AND SWALLOWING DISORDERS Feeding/swallowing processes from birth through childhood. There will be an emphasis on normal development, dysfunction, etiology, assessment, and intervention. Prerequisite: SPTH 6314 or consent of instructor. Spring, summer.

6235 ASSESSMENT AND INTERVENTION FOR CHILDREN WITH SEVERE DISABILITIES An elective for graduate students in speech-language pathology, this course provides instruction in communication assessment and intervention for children with severe disabilities. Emphasis will be placed on assessment and intervention techniques to enhance communication skills for preschool and school-aged children. Prerequisite: Graduate status. 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 aphasias, dysarthrias, dementias, and cognitive deficits due to traumatic brain injury will be presented. Prerequisite: Graduate status. Summer, 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, Summer.

6243 NEUROGENICS III Diagnosis and treatment of apraxia, aphasias, cognitive-communicative disorders including dementias and right hemisphere syndrome. Prerequisite: SPTH 6240 or consent of instructor. Fall, 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, Fall.

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. Fall, 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, 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. Prerequisite: Graduate Status. Summer.

6136, 6236, 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 TOPICS IN SCHOOL-AGE LANGUAGE DISORDERS Current literature, assessment, and intervention techniques for school-age language learners. Fall, Spring.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN Analysis of 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: SPTH 6330

or consent of instructor. On demand.

6360 PROFESSIONAL ISSUES IN SPEECH-LANGUAGE PATHOLOGY This course covers a wide range of professional issues in Speech-Language Pathology, and the contexts in which they occur. Among those topics are credentialing processes, the influences of the federal government and the national organization in this profession, infection prevention procedures, cultural issues, and supervision. These matters are placed in the historical perspective of the development of the profession. Prerequisite: Graduate status. Summer, fall.

6180, 6280, 6380, 6480, 6580, 6680 ADVANCED CLINICAL PRACTICUM I Supervised participation in evaluation and therapeutic management of a variety of communication disorders. Variable credit. Assignments based on prerequisite course work and experience. Fall, spring, summer.

6611 ADVANCED CLINICAL PRACTICUM II Supervised participation in evaluation and therapeutic management of a variety of communication disorders in an external setting. Continuation of Advanced Practicum I. Fall, spring, summer.

4.04.09 COMMUNICATION SCIENCES AND DISORDERS

Return to [Communication Sciences and Disorders](#)

[1] Graduate Courses in Communication Sciences and Disorders

SPTH 7103 7103-7603 Research Project This course covers skills necessary to complete a proposal for research consisting of a research question, review of the literature, proposed methodology, successful IRB review, data collection, analysis of data and written report. (UAMS-ASP 604V; UALR-AUSP 8131-8631)

SPTH 7110 Grant Writing Internship This course involves the development, completion and submission of a grant proposal to a private or public funding agency. (UAMS-ASP 6091; UALR-AUSP 8109)

SPTH 7101-7601 Teaching Internship This course provides doctoral students with supervised experience in academic instruction. (UAMS-ASP 610V; UALR-AUSP 8123-8223)

SPTH 7102-7602 Supervision Internship This course provides doctoral students with supervised experience in clinical supervision/instruction. (UAMS-ASP 611V; UALR-AUSP 8111-8211)

SPTH 7210 Grant Writing Pedagogy This course covers strategies for identifying funding agencies appropriate for research and special programs. Techniques for writing grant proposals for both private and public funding will be emphasized. (UAMS-ASP 6052; UALR-AUSP 8205)

SPTH 7220 Supervision Pedagogy Exploration of the art and science of clinical teaching, supervision of clinical services, management of clinical programs, and instruction in communication disorders. Specific emphases will target clinical problem solving, maximizing student and client feedback, supervisory conferencing, evaluating student and client performance, clinical scheduling/record keeping, and clinical and program efficacy. (UAMS-ASP 6062; UALR-AUSP 8206)

SPTH 7230 Teaching Pedagogy Principles and practices of course development and teaching skills in communication sciences and disorders. Emphases on understanding and integrating course content, targeted levels of learning, specific objectives, instructional strategies, and assessment. Additional topics include: motivating students, attributes of good teaching, professional development in teaching, distance education, and team/interdisciplinary teaching. (UAMS-ASP 6072; UALR-AUSP 8207)

SPTH 7300 Advanced Research Methods Theory, principals and practices of research design in communication sciences and disorders. Emphases on methodology of collecting, organizing, analyzing and presenting qualitative and quantitative data. Topics will include: research questions and problems, literature and background review, research design, data organization and manipulation, scientific writing, and the publication and presentation process. (UAMS-ASP 6003; UALR-AUSP 8304)

SPTH 7310 Doctoral Seminar in Hearing The exploration of research and practice related to hearing science and hearing disorders. Course reflects recent developments in the literature and interests of participants. Topics may include: the anatomical basis of hearing science, acoustics and instrumentation, psychoacoustics, physiological acoustics, evaluation of hearing, hearing conservation, amplification, and aural habilitation and rehabilitation. May be repeated for 15 hours. (UAMS-ASP 6013; UALR-AUSP 8301)

SPTH 7320 Doctoral Seminar in Language The exploration and evaluation of current research, practice and technology related to language development and disorders. Course reflects recent developments in the literature and specific interest of participants. Topics may include: developmental disorders, neurophysiological bases of language and communication, neurogenic cognitive-linguistic disorders, phonology, AAC, multicultural issues, gerontology. (UAMS-ASP 6033; UALR-AUSP 8303)

SPTH 7321 Doctoral Seminar: Communication Disorders in Multicultural Populations This course will engage students in discussion of multicultural and linguistics variables that must be recognized and applied in teaching, research, and clinical supervision in the field of speech-language pathology and audiology. (UAMS-ASP 6083; UALR-AUSP 8343).

SPTH 7330 Doctoral Seminar in Speech The exploration and evaluation of research, practice, and technology related to speech development and disorders. Course reflects recent developments in literature and interests of participants. Topics may include: motor speech disorders, speech science, physiological and neurophysiological bases of speech production, voice, dysphagia, fluency, articulation, craniofacial anomalies, gerontology, AAC, multicultural issues. May be repeated for 15 hours. (UAMS-ASP 6023; UALR-AUSP 8302).

SPTH 8150-8950 Dissertation An original research project is completed by the student in collaboration with the dissertation advisor and committee. The student must be able to successfully complete an oral defense to the dissertation committee. Students must continue to enroll in this course until all related requirements are completed. (UAMS-ASP 700V; UALR-AUSP 9199-9999)

4.05.01 ENGLISH

Return to [English](#)

[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.

5315 TWENTIETH-CENTURY AMERICAN POETRY Major poetry by American authors of the twentieth century. 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.

5345 TWENTIETH-CENTURY ENGLISH DRAMA For English majors and minors to satisfy upper-division genre or elective requirements. English drama of the twentieth century generally focusing on modern plays by Shaw, Synge, O'Casey, and postmodern plays by Beckett, Pinter, Stoppard, and Churchill, Lecture, discussion, writing. Prerequisites: ENGL 2318. On demand.

5346 RESTORATION AND EIGHTEENTH-CENTURY DRAMA For English majors and minors to satisfy the upper-division genre or elective requirements. English drama of the Restoration and Eighteenth Century, with attention to the political, cultural, and religious contexts in which these plays were produced. This course will also explore the period's developing conditions of performance, and their impact upon the selected dramatic texts. Prerequisite: ENGL 2317. Lecture, discussion, writing. On demand.

5347 TWENTIETH-CENTURY AMERICAN DRAMA For English majors and minors to satisfy upper-division genre or elective requirements. The course will focus on the American theatre to include such playwrights as Eugene

O'Neill, Tennessee Williams, Arthur Miller, Edward Albee, Lorraine Hansberry, August Wilson, and David Mamet, among others; and, as time allows, three to five plays from more recent work by a sampling of a younger generation to include Wendy Wasserstein, Suzan Lori Parks, Tony Kushner, Sam Shepard, and Horton Foote. Course Prerequisites: ENGL 2313. Lecture, discussion, writing. 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.

5352 AMERICAN MODERNISM, 1900-1945 American literature from 1900 to 1945. On demand.

5353 AMERICAN POSTMODERNISM, 1946-PRESENT American literature from the end of World War II to the present. On demand.

5358 METHODS OF TEACHING ENGLISH AND COMPOSITION May not be taken as part of the MA in English. Required of students seeking licensure to teach English. The course includes a study of methods used to teach literature, grammar, and composition, and evaluated teaching presentations before other candidates. Lecture, discussions, writing. Prerequisites: Admissions to the Master of Arts in Teaching (MAT) program. Offered: Fall.

5360 HISTORY AND STRUCTURE OF THE ENGLISH LANGUAGE A survey of English from the Anglo-Saxon to the modern period. Attention will be paid to the social, political and literary matrix within which the language developed. Annually.

5361 LITERATURE FOR ADOLESCENTS Literature for adolescent readers and exploration of motivational approaches to teaching literature in secondary schools. Annually.

5362 SOUTHERN LITERATURE AND FOLKLORE An elective for MA and Diverse Literatures GC students. Explores twentieth-century Southern folklore and literature as social, cultural, and historical manifestations and reactions to contemporary trends in American life and history. Poetry, prose, and drama of representative twentieth-century southern writers as well as regional folklore. On demand.

5365 SPECIAL TOPICS IN CHILDREN'S AND YOUNG ADULT LITERATURE For English majors and minors to satisfy the upper-division elective requirements. This course offers unique instructor-driven topics of current, historical and theoretical interest in Children's/Young Adult Literature. Students will critically read, discuss, and write about the particular subject matter of the course, paying special attention to the larger socio-cultural impact and context of the works under scrutiny. Lecture, discussion, writing. On demand.

5366 LITERARY THEORY AND CRITICISM This course may be taught using historical models or modern theoretical schools of thought. Literature (poetry, drama, and prose) will also be included as a means of applying various theoretical models. On demand.

5370 WOMEN'S LITERATURE An elective for MA or Certificate in Diverse Literatures students. This course may be taught as a survey of women's literature across the centuries, or as a special-topics course dealing with women authors. Poetry, prose, and drama of representative women writers will be included. On demand.

5372 EIGHTEENTH-CENTURY ENGLISH NOVEL Major English novels of the eighteenth century. On demand.

5373 NINETEENTH-CENTURY ENGLISH NOVEL Major English novels of the nineteenth century. On demand.

5374 TWENTIETH-CENTURY ENGLISH NOVEL Major English novels of the twentieth century. On demand.

5375 TWENTIETH-CENTURY ENGLISH POETRY Major poetry by English authors of the twentieth century. On demand.

5380 AFRICAN AND AFRICAN-AMERICAN LITERATURE Survey of African and African-American literature from the eighteenth century to the present. Annually.

5381 MAJOR AFRICAN/AFRICAN-AMERICAN WRITERS An elective for MA and Diverse Literatures GC students. The course will enable students to explore in some depth the works of one or more important African and/or African-American writers who have established distinctive artistic voices within a particular country, culture, or region. On demand.

5382 RACE IN AMERICAN LITERATURE An elective for MA and Diverse Literature GC students. The course will explore the depictions of racial definitions, identities, and conflicts offered by American writers of various races although primarily African-American and white. Focus will be on writers such as Phillis Wheatley, Frederick Douglass, W. E. B. Du Bois, Booker T. Washington, Richard Wright, Ralph Ellison, Toni Morrison, Harriet Beecher Stowe, Mark Twain, and Flannery O'Connor. Annually.

5385 TRAVEL SEMINAR IN LITERATURE This course combines literary study with travel to the culture that produced the works. When American, British, or English-language literature is covered, the course may satisfy three elective hours of MA graduate credit; when a "world" literature is covered, it may satisfy three elective hours of Diverse Literatures Certificate credit. On demand.

6301 SEMINAR IN MEDIEVAL ENGLISH LITERATURE Concentrated study of a special topic in English medieval literature. On demand.

6302 SEMINAR IN THE RENAISSANCE Concentrated study of a special topic in English Renaissance literature. On demand.

6303 SEMINAR IN NEOCLASSICISM Concentrated study of a special topic in English Neoclassical literature. On demand.

6304 SEMINAR IN ROMANTICISM Concentrated study of a special topic in English Romantic literature. On demand.

6305 SEMINAR IN THE VICTORIAN PERIOD Concentrated study of a special topic in English literature of the Victorian period. On demand.

6306 SEMINAR IN MODERNISM Concentrated study of a special topic in English literature from 1900 to the present. On demand.

6320 AMERICAN ROMANTIC PERIOD Critical and textual studies of selected works of one or more of the following authors: Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman. On demand.

6321 READINGS IN AMERICAN LITERATURE Works and literary reputation of selected American authors. A student will be allowed to take a maximum of two different seminar topics. On demand.

6323 LITERATURES OF THE AMERICAS FOR TEACHERS Satisfies 3 required hours for the GC in Diverse Literatures and serves as an elective for students in the MA program in English. A study of Native, Hispanic, and Latin American literatures within their cultural contexts, with an emphasis on teaching those traditions. Annually.

6325 ASIAN/ASIAN AMERICAN LITERATURE FOR TEACHERS Satisfies 3 required hours for the GC in Diverse Literatures. This course is designed to introduce students to some important texts from the various literatures of Asia, along with the aesthetic, religious, and cultural contexts of those works. In addition, students will be introduced to a variety of modern texts by Asian-American writers so they may consider any connections that might exist between the traditional texts and their ethnic American successors. Annually.

6340 HEMINGWAY AND FAULKNER Study of selected works of Hemingway and Faulkner. On demand.

6365 DIVERSE LITERATURES SEMINAR Satisfies 3 required hours for the GC in Diverse Literatures. A seminar for teachers to conduct intensive study of Western and non-Western literature. Provides teachers opportunities for further exploration of diverse literatures of interest to them, with particular emphasis on incorporating these works into meaningful learning experiences for secondary students. This is the capstone course for the Diverse Literatures Certificate Program. Prerequisites: Asian/Asian American Literature for Teachers, Literatures of the Americas for Teachers. Annually.

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.

4.05.02 GEOGRAPHY AND GIS

Return to [Geography](#)

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 Geographic Information Systems (GIS). Through readings, computer exercises, and projects, this course examines the principles and techniques of computer handling of geographic data. The course includes the examination and evaluation of the characteristics, capabilities, and applications of various GIS techniques. Topics covered can include spatial data types and data structures, managing map image files, common analysis functions, data quality and map error estimation, and common applications areas. Students enrolled in this course must have access to specialized software. Contact the Chair of the Geography Department for necessary information. The course is facilitated through Blackboard. Prerequisite: None.

5312 HEALTH APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS This course investigates emerging applications of geographic information systems (GIS) to health-related fields. Course topics include the use of GIS to map health-related events, identify disease clusters, investigate environmental health problems, and understand the spread of communicable and infectious disease. This course embeds GIS software instruction in the context of carrying out projects for visualizing and analyzing health-related data. Prerequisite (s) None. Offered Annually

5315 MAPPING FUNDAMENTALS FOR GEOGRAPHIC INFORMATION SYSTEMS Since GIS products and reports contain a high proportion of graphic components such as maps, charts, statistical summaries, and diagrams, good cartographic design skills are important to anyone working with GIS technology. Through textbook and journal readings, advanced computer exercises and projects, students enhance their graphic communication skills from both a theoretical and hands-on perspective. Students enrolled in this course must have access to specialized software. Contact the Chair of the Geography Department for necessary information. The course is facilitated through Blackboard. Prerequisite: GEOG 5310 or consent of instructor.

5316 REMOTE SENSING FOR TEACHERS This course introduces K-12 teachers to the physics, interpretation, and analysis of remotely sensed data and to how imagery can be used to enhance instruction and increase student interest. Actual content, format, and activities will vary by semester and include some combination of traditional lecture/laboratory, intensive workshops, field-based activities, and individualized instruction. This course may be repeated for credit when content is different. Prerequisite(s): consent of instructor. Offered Periodically based on need.

5317 GEOGRAPHIC INFORMATION SYSTEMS FOR TEACHERS I This course introduces K-12 teachers to applications of geographic information systems as instructional tools in the public school classroom. Actual content, format, and activities will vary by semester and include some combination of traditional lecture/laboratory, intensive workshops, field-based activities, and individualized instruction. Prerequisite(s): consent of instructor. Offered Periodically based on need.

5318 GEOGRAPHIC INFORMATION SYSTEMS FOR TEACHERS II This course builds on the learning from the previous course in the sequence to help K-12 teachers learn to develop unit plans making extensive application of geographic information systems as instructional tools. Actual content, format, and activities will vary by semester and include some combination of traditional lecture/laboratory, intensive workshops, field-based activities, and individualized instruction. This course may be repeated for credit when content is different. Prerequisite(s): consent of instructor. Offered Periodically based on need.

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 mega problems. 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.

5333 GIS FOR PLANNING AND PUBLIC ADMINISTRATION This course is designed to meet the GIS needs of planners, public administrators, or consultants working with projects for governments or NGOs. Topics covered through readings, discussions, and software exercises include the following: projections and coordinate systems (especially State Plan and UTM), TIGER files, the integration of tabular Census data, cadastral mapping, networks (utility, highway, etc.), and demographic analysis. Students enrolled in this course must have access to specialized software. Contact the Chair of the Geography Department for necessary information. The course is facilitated through Blackboard. Prerequisite: GEOG 5310 or consent of instructor.

5340 FUNDAMENTALS OF DATABASE DESIGN AND DEVELOPMENT Through readings, discussions, computer exercises, and projects, students will examine the principles of database design; design elements; graphic, topological, and tabular data structures; record and file formats; file organization and indexing; and hierarchal DBMSs. The principles and rules for relational, topological, and object-oriented DBMSs will also be addressed along with the development and amendment of prototype systems to meet user needs, specifications and predefined standards of design, testing, and overall documentation. Student projects will include constructing a variety of databases and demonstrating their operation. Students enrolled in this course must have access to specialized software. Contact the Chair of the Geography Department for necessary information. The course is facilitated through Blackboard. Prerequisite: GEOG 5310 or consent of instructor.

5345 DIGITAL IMAGE PROCESSING FOR GIS Through readings, computer exercises, and projects, this course focuses on digital processing of satellite images and aerial photographs derived from remote sensing platforms for earth resource management applications. The course emphasizes remote sensing processes, data acquisition alternatives, image processing system consideration, image display and scientific visualization, radiometric and geometric image correction, image enhancement and image classification techniques, as well as change detection analysis using remotely-sensed data to solve real world problems. An advanced project utilizing the techniques of satellite digital image analysis with an environmental focus of a selected area of the United States (or other part of the earth's surface) is completed as the final project. Students enrolled in this course must have access to specialized software. Contact the Chair of the Geography Department for necessary information. The course is facilitated through Blackboard. Prerequisite: GEOG 5310 or consent of instructor.

6320 TECHNICAL ISSUES IN GEOGRAPHIC INFORMATION SYSTEMS Through reading, writing, and examining technology, students will become familiar with many of the common and sometimes troubling issues in GIS. Some of those issues include the variety of coordinate systems, projection choices, software, accuracy, and rubber sheeting. Much of the course will be comprised of written reports and papers which discuss and evaluate these issues. Students enrolled in this course must have access to specialized software. Contact the Chair of the Geography Department for necessary information. The course is facilitated through Blackboard. Prerequisite: GEOG 5310 or consent of instructor.

6328 SPATIAL ANALYSIS AND MODELING Through readings, computer exercises, and projects, the course emphasizes the fundamental statistical methods and procedures relevant to geographic data and spatial analysis. Topics include inferential statistics pertaining to geographic data; Voronoi's diagram and the spatial concept; regression and spatial autocorrelation; point, line, and polygon data patterns and their trend analyses, spatial dependence; interpolation; uncertainty, spatial accuracy assessment and error estimations, overlay analysis, etc. A sophisticated final project, which utilizes statistical and analytical procedures, will be included. Students enrolled in this course must have access to specialized software. Contact the Chair of the Geography Department for necessary information. The course is facilitated through Blackboard. Prerequisite: GEOG 5310 or consent of instructor.

6360 DIRECTED READINGS IN GEOGRAPHIC INFORMATION SYSTEMS Detailed examination of a specific topic in geographic information systems through examination of appropriate scholarly works under the

direction and supervision of a faculty member. The course is facilitated through Blackboard. Prerequisite: GEOG 5310.

6380 GIS RESEARCH METHODOLOGY Familiarization and practice with the tools and methods of research in geographic information systems at the graduate level. The course is facilitated through Blackboard. Prerequisite: GEOG 5310, Geographic Information Systems and GEOG 6328, Spatial Analysis and Modeling. On Demand.

6190, 6290, 6390 THESIS RESEARCH Research writing, and oral defense of a Master's thesis on geographic information systems. May be repeated for up to 6 credit hours. The course is facilitated through Blackboard. Prerequisite: GEOG 6380, GIS Research Methodology.

4.05.03 HISTORY

Return to [History](#)

[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.

5302 HISTORY OF WITCHCRAFT This upper division course explores the history of witchcraft in Europe and the British colonies culminating in an in-depth examination of the Salem witch trials. We will pay particular attention to magical knowledge and the social, cultural, religious, and political causes of witchcraft accusations. We will also discuss the profile and stereotype of the witch as well as what circumstances might make people usually safe from accusations equally susceptible. 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 provides 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. On demand.

5322 EARLY NATIONAL HISTORY, 1783-1848 The course covers the social and political development of the United States from its origins in 1787 to 1848. The class focuses on the debate over the Constitution, political and philosophical differences among Americans in the early republic, the market revolution, social change and reform of the antebellum period, the political controversies of the 1790s and the 1830s, westward expansion, sectional tensions and the differences in the social and economic development of different regions of the United States. Lecture, discussion, analysis of documents, participatory classroom activities, research, and writing. 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, 1848-1877 Upper-division elective. The course covers the sectional crisis of the 1850's, the establishment of the Confederate States, social and political developments in the Union and Confederacy during the war, emancipation, military policy and strategy, and Reconstruction. Lecture, discussion,

analysis of documents, participatory classroom activities, research, and writing. 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.

5333 UNITED STATES IMMIGRATION AND ETHNIC HISTORY FROM COLONIAL TIMES TO PRESENT This course examines immigration to the United States from the colonial period to the present. It considers social, cultural, political, and economic themes to analyze immigrant experiences and explain native-born attitudes toward newcomers. Lecture, discussion, document analysis, writing. 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.

5338 AMERICAN HISTORY THROUGH FILM Examination of how the history of film and the film industry in America relates to broader political, economic, cultural and social trends. 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 IDEAS AND SOCIETY IN 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 1485-1690 A survey of the political, religious, social, and economic history of England and the British Isles during the sixteenth and seventeenth centuries. On demand.

5365 THE HISTORY OF IMPERIALISM: A REVIEW OF WORLD COLONIAL SYSTEMS This course is a review of world imperialism from the early modern era through the nineteenth and twentieth centuries. The course will consider political, economic, social, class, gender, geographical, and ethnological themes and addresses the perspective

of the West and other cultures (particularly in Africa and Asia). Prerequisite (s) HIST 1320, 2320. Offered 2 year cycle.

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 EUROPE IN A GLOBAL ERA World War II, the Cold War, development of the European Union, collapse of the Soviet Union and other recent events. 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 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 nationalism; revival of Islamic fundamentalism; and conflicting Arab-Israeli aspirations and claims. On demand.

5388 AFRICAN HISTORY Cultural changes and problems of modernization. On demand.

5391 TOPICS IN HISTORY Special topics in history to be determined by the needs of students who enroll. On demand.

5394 GERMANY SINCE 1918 A survey of German history since World War I, including the Weimar Republic, the Third Reich, World War II, and the division and reunification of postwar Germany. On demand.

5397 HISTORY OF IRELAND, 1500-PRESENT Examines major themes in Irish history from the Tudor conquest of Ireland, and the ensuing Ulster plantation in the early 17th century, to the modern Troubles in Northern Ireland. On demand.

6101 CONTINUING THESIS CREDIT This one hour course is used to satisfy the continuing education policy of the Graduate School for thesis students. Students who do not complete their thesis in two semesters are required to

take this one hour course until their thesis is finished. On demand.

6300 HISTORIOGRAPHY AND METHODS An introduction to historiography and historical methods. This is a required course. Offered in the Fall.

6301 THESIS RESEARCH On demand.

6302 THESIS RESEARCH On demand.

6303 SELECTED TOPICS FOR GRADUATE STUDENTS IN AMERICAN HISTORY Examination of a specified topic in American history. (This course can be repeated if a different topic for credit.) On demand.

6304 SELECTED TOPICS IN EUROPEAN HISTORY Examination of a specified topic in European history. (This course can be repeated if a different topic for credit). On demand.

6305 SELECTED TOPICS IN NON-WESTERN HISTORY Examination of a specified topic in non-Western history. (This course can be repeated if a different topic for credit.) On demand.

6310 ADVANCED SOCIAL STUDIES INSTRUCTIONAL METHODS FOR MAT This course is designed to provide instruction in advanced instructional methods in secondary social studies to meet the needs of the Master of Arts in Teaching program. The course examines the problems of teaching history and the related social studies in secondary schools focusing on the curriculum and the methods and strategies used by successful teachers in both history and related social studies. The course emphasizes methods which will provide candidates with opportunities to practice using the Teacher Performance Outcomes assessment criteria. The research component will focus on professional social studies scholarship. Non-MAT students must have the approval of the Department of History Coordinator of Graduate Studies or Chair to enroll in this class. Prerequisite(s): Admission to the MAT program. Offered once a year or as needed.

6315 CIVIL WAR SEMINAR This course is an intensive reading seminar on the American Civil War. Students will read and analyze the recent historical scholarship on various aspects of the war and become familiar with the historiography of the war. After completing this course, students will be familiar with the main topics, analyses, and debates historians have pursued when researching and writing about the Civil War. On demand.

6323 COLONIAL AND REVOLUTIONARY AMERICA, 1492-1789 Principal interpretive problems of the Colonial and Revolutionary eras. On demand.

6324 NINETEENTH-CENTURY AMERICA Reading Seminar. This course provides an in-depth examination of scholarly work about the economic, social, political, and intellectual transition of the United States over the course of the Nineteenth Century from a pre-modern to a modern society. Discussion, completion of historiography paper. Prerequisite(s) None. On demand.

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 Reading Seminar. This course explores themes relating to the Renaissance, the Reformation, and the subsequent political and religious upheaval of early modern Europe. 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. On demand.

6370 HOLOCAUSTS IN HISTORY A study of the Holocaust of World War II in comparison with other genocides of the twentieth century, such as the Armenian, Cambodian, and Rwandan genocides. On demand.

6371 RESEARCH IN HISTORY An advanced course in historical research and scholarly writing. Students will be expected to produce an article-length paper based on primary sources. This is a required course. Offered in the Spring.

6397 INDEPENDENT STUDY IN HISTORY On demand.

6399 STUDIES IN ASIAN HISTORY On demand.

4.05.04 SPANISH

Return to [Spanish](#)

[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. (Core course)

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. (Core course)

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. (Core course)

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.

4.05.05 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.

4.05.06 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, Summer, Even years.

4.05.07 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.

4.05.08 SOCIOLOGY

UCA does not offer a graduate degree in Sociology.

[1] Graduate Courses in Sociology (SOC)

5300 SOCIOLOGY OF RELIGION An elective for graduate students. An examination of religion as a social institution and its relationship to other institutions in American society, emphasizing the social development and consequences of religious beliefs and practices for both groups and individuals. Lecture and discussion. Consent of instructor. Spring.

5301 SOCIAL MOVEMENTS AND SOCIAL CHANGE An elective for graduate students. An examination of the role played by social upheaval. Emphasis is placed on those factors that lead to the rise of new movements, as well as those that determine movements' success or failure in achieving their objectives. Lecture and discussion. Consent of instructor. Spring.

5310 CRIMINOLOGY/VICTIMOLOGY This course examines the social correlates of crime in the United States. It explores crime data and data collection strategies; applies criminological theory to explain variations in criminal behavior that are observed at individual, group, community, and societal levels; examines strategies of crime prevention; and analyzes research evaluating the effectiveness of prevention strategies. On demand.

5321 SOCIAL POLICY ANALYSIS An elective for graduate students. Introduction to the process and product of social policy. Considerable attention is given to understanding the general stages of the policy process and employing this information to analyze major contemporary social policy issues relating to employment and wages, poverty and welfare, health care, the environment, etc. Lecture and discussion. Consent of instructor. Summer, on demand.

5322 SOCIOLOGY OF MENTAL ILLNESS An elective for graduate students. This course compares and contrasts the major theoretical paradigms which account for mental illness; investigates the social factors influencing the genesis, diagnosis, and treatment of mental illness; and explores the social consequences of entry into the role of mental patient. Lecture and discussion. Consent of instructor. Fall, even years.

5330 RECENT SOCIAL THEORY An elective for graduate students. This course examines the theoretical contributions to sociology of selected nineteenth- and early twentieth-century scholars and proceeds to the assessment of contemporary theoretical perspectives in sociology including functional theory, conflict theory, and various micro-interaction theories. Lecture and discussion. Consent of instructor. Fall, spring, summer.

5331 SOCIAL GERONTOLOGY An elective for graduate students. This course covers the political economy of aging by examining societal-level responses to an aging population and the effects that societal responses have had on the elderly as a group. Lecture and discussion. Consent of instructor. Spring.

5334 MEDICAL SOCIOLOGY An elective for graduate students. This course examines the institution of medicine using sociological theories. Topics include social epidemiology, social factors that influence the medical institution, social construction of illness, and the doctor-patient relationship. Lecture and discussion. Consent of instructor. Fall, spring, summer.

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.

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 licensure in a foreign language: two 3000 level language courses or a passing score on the Praxis II exam and consent of chair. Fall.

5325 SECOND LANGUAGE ACQUISITION A study of the most common theories and best-known research on second language acquisition (SLA), similarities and differences of first and second language acquisition, and the relevance of SLA to classroom teaching of second language. Course goals will be accomplished through the use of lecture, discussion, written assignments, and field experiences. Spring.

5330 SECOND LANGUAGE ASSESSMENT A study of second language assessment techniques and procedures. Construction and critique of instruments for assessing proficiencies in listening, speaking, reading, and writing. Course goals will be accomplished through the use of lecture, discussion, written assignments, and field experiences. Fall.

5360 SPANISH FOR PROFESSIONALS A topics course designed to provide intensive study of vocabulary, grammatical structures, interview techniques, and cultural information related to a given professional setting (health care, education, business). Students will examine current issues related to serving the needs of the Hispanic population in a given professional context. May not be presented as part of the requirements for the MA in Spanish. Prerequisite: Consent of the chair. On demand.

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. Spring, Summer.

5320 NEURODEVELOPMENT AND PATHOLOGY This course examines current issues in neuroscience with emphasis on disorders and development of the mammalian central nervous system. Lecture only. Prerequisite: BIOL 2490. Alternate Fall semesters.

5330 PRINCIPLES OF THE CARDIOVASCULAR SYSTEM Students will analyze heart anatomy and function, how blood flows through the blood vessels, and the impact of the nervous system on cardiovascular function using primary literature. Prerequisite(s): "C or better" in BIOL 3404. Alternate summers.

5340 IMMUNOLOGY Cellular and molecular aspects of immunity (humoral and cell-mediated), cells and molecules of the immune system, and the role of the immune system during infections and cancer. Lab teaches contemporary techniques. Prerequisites: BIOL 2490, and BIOL 3402 or 4420. Spring.

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 toxicology. Prerequisite: BIOL 2405, 2407, 4460, or consent of instructor. Fall.

5360 ENDOCRINOLOGY Study of the function and functioning of endocrine glands and the brain of the vertebrate body in regard to growth, puberty, reproduction, metabolism, stress, etc. Prerequisite: BIOL 3402. Fall.

5390, 5490 SPECIAL TOPICS IN BIOLOGY This course examines diverse subjects that would otherwise be unavailable through traditional course offerings. Topics will vary. On demand.

5400 HISTOLOGY Surveys the microscopic anatomy of the vertebrate body. Fall.

5401 INVERTEBRATE ZOOLOGY Survey of the classification, functional morphology, and natural history of the invertebrate animals. Spring.

5404 PLANT TAXONOMY The identification, nomenclature, and classification of vascular plants dealing largely with Arkansas flora; emphasis on plant families. Fall.

5405 DEVELOPMENTAL BIOLOGY Basic principles of development, covering genetic and cellular regulation of embryogenesis. Lab work includes experimental manipulation of vertebrate and invertebrate embryos. Spring.

5406 MAMMALOGY Biology of mammals including systematics, classification, evolution, physiological and behavioral adaptive strategies, conservation, and economic importance. Lab introduces students to Arkansas mammal identification and distribution, and to field study techniques and museum preservation and curation. Prerequisite(s): Required BIO 3490 (Genetics); Recommended BIO 3403, and/or BIO 3410, and/or BIO 3415. Alternate fall semesters.

5407 ORNITHOLOGY Study of birds including classification, identification, evolution, physiological and behavioral adaptive strategies, conservation, management, and economic importance of birds, with an emphasis on North American avifauna. Lab introduces students to bird identification and distribution, and to field study techniques and museum preservation and curation. Prerequisite(s): Required BIO 3490 (Genetics); Recommended BIO 3403, and/or BIO 3410, and/or BIO 3415. Alternate spring semesters.

5410 BIOLOGY OF LOWER PLANTS AND FUNGI The plant kingdom, excluding gymnosperms and angiosperms, with emphasis on the structure and reproductive habits of representatives of major plant groups. Alternate spring semesters.

5415 EVOLUTION Biological evolution from the Darwinian and Neo-Darwinian perspective; mechanisms of evolutionary change and overview of the history of life on earth. Prerequisite: BIOL 2490. Fall, spring, summer..

5418 BIOLOGY OF THE REPTILIA This course examines the biology, reproduction, ecology, and conservation biology of reptiles. Laboratory exercises emphasize species identification, field techniques, as well as population and community analysis. Prerequisites: BIOL 3403 and 2490 (C or better). On demand.

5425 EXPERIMENTAL NEUROBIOLOGY Introduction to the structure and function of invertebrate and vertebrate nervous systems. Laboratory exercises involving invertebrates present techniques for studying nervous system function and research design. Alternate fall semesters..

5428 ANIMAL PHYSIOLOGICAL ECOLOGY This course examines the various physiological adaptations that animals use to cope with environmental stress. Prerequisites: BIOL 3403 and BIOL 2490 (C or better). On demand.

5430 COMPARATIVE VERTEBRATE ANATOMY Comparative gross anatomy of the vertebrates. Laboratory work includes dissection of the dogfish shark, *Necturus*, and *cat*. Spring.

5435 ANIMAL BEHAVIOR Analysis of animal behavior from an ecological and evolutionary perspective. Prerequisite: MATH 2311 or equivalent. Spring.

5440 ENTOMOLOGY A study of the classification, evolution, anatomy, physiology, behavior, and ecology of insects. The course also explores how insects affect our lives and how harmful insects are controlled. Alternate fall semesters.

5445 BIOMETRY Applied biological statistics with an emphasis on experimental design and data analysis. Prerequisite: MATH 2311 or equivalent. Fall.

5450 PLANT ECOPHYSIOLOGY Study of the environment's impact on plant physiological processes with emphasis on carbon assimilation and plant water relations. Laboratory work includes learning field methods used in plant ecophysiology. Alternate fall semesters.

5455 ICHTHYOLOGY Study of diversity, ecology, life history, and physiology of fishes as well as aspects of fisheries management. The lab will use a systematic approach to study the taxonomic identification of fishes, stressing identification and sampling of southeastern freshwater fishes. Prerequisite: BIOL 2490 (C or better). Alternate spring semesters.

- 5460 ANIMAL PHYSIOLOGY** Study of how animals (vertebrates and invertebrates) meet normal functional needs and environmental changes. Laboratory work includes measurements and collection of data using living material. Prerequisite: BIOL 3402. Spring.
- 5461 PARASITOLOGY** A course designed to familiarize students with the taxonomy, morphology, ecology, and life cycles of animal parasites. Alternate spring semesters.
- 5465 ENVIRONMENTAL TOXICOLOGY** An introduction to the fate, toxicity, and effects of contaminants in ecological systems. Students will gain an understanding of the properties and behavior of major classes of chemicals, toxicity testing procedures, concepts and application of ecological risk assessment for regulation, and current issues in the field. Prerequisites CHEM 1451; MATH 2311, PSCI 3312, or PSYC 2330; BIOL 2490 or permission of instructor. Alternate fall semesters.
- 5470 BIOLOGY OF SEED PLANTS** Life cycles, external structure, anatomy of gymnosperms and angiosperms. Alternate spring semesters.
- 5475 ADVANCED CELL BIOLOGY** This course explores advanced concepts in cell function and cell communication by introducing topics including but not limited to cytoskeletal function, the extracellular matrix, apoptosis, cell division, and motility. This course emphasizes the molecular basis of cellular function and communication and considers how they relate to overall function of both unicellular and multicellular eukaryotic organisms. Prerequisite: BIOL 3402 (C or better). Alternate fall semesters.
- 5480 HISTORY OF LIFE** An elective for biology majors. This course is an introduction to paleobiology, the study of Earth's life as preserved in the fossil record. Topics will include the fundamentals of historical geology, geologic dating and correlation, the major groups of animals, plants, and microorganisms at different periods in the past, the reconstruction of past environments, and the use of fossil and geological evidence in studying environmental change. Lecture and laboratory. Prerequisite: BIOL 2490. Alternate fall semesters.
- 5530 EXPERIMENTAL MOLECULAR BIOLOGY** Molecular biology of nucleic acids with an emphasis on biotechnology and genetic engineering. The laboratory experience is a major component of the course. Prerequisite: BIOL 3402 or CHEM 4320. On demand.
- 6101, 6201, 6301 THESIS RESEARCH** A maximum of six credit hours will count towards a degree. On demand.
- 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.
- 6195, 6295, 6395, 6495 SPECIAL TOPICS IN BIOLOGY** This course examines diverse subjects that would otherwise be unavailable to graduate students through traditional course offerings. Topics will vary. 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.
- 6376 ADVANCED IMMUNOLOGY** Currents topics in transplantation immunology, oncological (cancer) immunology, and autoimmunity will be discussed with examination and presentation of current peer-reviewed literature. Prerequisites: BIOL 3402 and 5340 (or instructor permission). 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. Alternate fall semesters.

6443 ADVANCED ECOLOGY Contemporary ideas and practices in several subdisciplines within ecology. Prerequisite: BIOL 3403. Alternate spring semesters.

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. Alternate fall semesters.

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. Alternate spring semesters.

6382 RECENT ADVANCES IN MOLECULAR BIOLOGY Literature-based course focused on molecular and cellular biology. Alternate fall semesters.

4.06.01b BIOLOGY

Return to [Biology](#)

[1] Gulf Coast Research Laboratory Courses

The Department of Biology is affiliated with the Gulf Coast Research Laboratory at Ocean Springs, Mississippi. The following graduate courses may be taken there for credit in the student's UCA program.

		SCH
503	Marine Invertebrate Zoology	3
503L	Marine Invertebrate Zoology Lab	3
504	Parasites of Marine Animals	3
504L	Parasites of Marine Animals Lab	3
505	Marine Ecology	3
505L	Marine Ecology Lab	2
506	Fauna/Faunistic Ecology Tidal Marshes	1
506L	Fauna/Faunistic Ecology Tidal Marshes Lab	3
507	Marine Aquaculture	3
507L	Marine Aquaculture Lab	3
508	Marine Ichthyology	3
508L	Marine Ichthyology Lab	3
509	Marine Microbiology	3
509L	Marine Microbiology Lab	2
520	Marine Phycology	2
520L	Marine Phycology Lab	2
521	Coastal Vegetation	2
521L	Coastal Vegetation Lab	1
522	Salt Marsh Plant Ecology	2
522L	Salt Marsh Plant Ecology Lab	2
523	Marine Mammals	2
523L	Marine Mammals Lab	2
530	Comparative Histology of Marine Organisms	3
530L	Comparative Histology of Marine Organisms Lab	3
590	Special Problems in Marine Science	TBA
590L	Special Topics in Marine Science	TBA

4.06.02 COMPUTER SCIENCE- APPLIED COMPUTING

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.

5315 INFORMATION SECURITY This course introduces the basic concepts, principles, and the state-of-the-art technologies in the realm of computer/network security and information assurance. It introduces topics ranging from cryptographic techniques to trusted systems to multilevel security to network security to ethics in the computing profession. Students will learn fundamental concepts of security that can be applied to many traditional aspects of computer programming and computer system design. Prerequisite: CSCI 3300 or permission from 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.

5370 DATA MINING This course introduces the basic concepts, principles, and the state-of-the-art technologies for Data Mining including Introduction of Data Mining, Data Preprocessing, Data Warehouse, Association Rules, Classification, and Clustering. Specific applications in financial data and Bioinformatics are included. Prerequisite: CSCI 3360 Database Systems. Every Spring or fall.

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 technologies, local area networks and medium access control, wide area networks and internetworking protocols, network design and performance analysis. Prerequisites: CSCI 3335 or equivalent.

6350 TOPICS IN COMPUTER GRAPHICS More advanced features of 3D computer graphics and OpenGL, including texture mapping, curved surfaces, and frame buffer manipulation. Prerequisites: CSCI 4350 or equivalent.

6355 EXPERT SYSTEMS This course covers the basic principles of expert systems development and studies prominent examples of successful commercial expert systems. Prerequisites: CSCI 3385 or equivalent.

6360 ADVANCED THEORY OF COMPUTATION Context-free languages and push-down automaton, Turing machines, formal languages, complexity theory, combinatorial and geometric algorithms, and computation complexity. Prerequisite: CSCI 4390 or equivalent.

6370 TOPICS IN DATABASE SYSTEMS Study of algorithms and performance in advanced databases. Systems include parallel, distributed, and client-server databases; applications include data mining and on-line analytical processing. Prerequisites: CSCI 4370 or equivalent.

6375 COMPUTER NETWORK PERFORMANCE ANALYSIS Methods for evaluating the performance of communication networks with emphasis on modeling, mathematical analysis, computer simulation, and measurement. Prerequisites: CSCI 6335 or equivalent.

6380 ADVANCED COMPUTER ARCHITECTURE Topics concerning very high performance computers including techniques exploiting parallelism in single and multiple processor systems, design methodology for advanced computer systems, and hardware description language. Prerequisites: CSCI 3380 or equivalent.

6381 TOPICS IN OBJECT-ORIENTED SOFTWARE DEVELOPMENT This course investigates the application of software development to large systems with the emphasis on object-oriented design. Students learn object-oriented principles from practical experience through the development group projects of large systems. Prerequisites: CSCI 3381 or equivalent.

6385 TOPICS IN ARTIFICIAL INTELLIGENCE Knowledge representation, machine learning, problem solving, pattern analysis, natural language processing, vision and robotics, neural networks. Prerequisites: CSCI 3385 or equivalent.

6390 TOPICS IN SOFTWARE ENGINEERING The process of developing software systems. Includes development of processes, their instantiation in actual product development, and techniques ensuring quality of developed products. Prerequisites: CSCI 4490 or equivalent.

6395 INDEPENDENT STUDIES A student may undertake a course of study under the supervision of a consenting graduate faculty member. Students who request to take the course should provide a written statement of the content of the course and a tentative reading list. A literature review, project report, or other written product is normally required. This course is offered only in areas of importance but insufficient demand to justify a regular course. May be repeated for credit with instructor permission.

6397 SPECIAL TOPICS The course will address a variety of topics in applied computer science, particularly those addressing recent developments in the field. Topics will vary from semester to semester. This course may be repeated for credit with the prior approval of the graduate advisor. Prerequisite: consent of instructor.

6X99 MASTER'S PROJECT/THESIS This course is intended to meet the project/thesis requirement for the degree. Topics are chosen in consultation with an advisor. Variable credit. Up to six credit hours maybe applied toward the degree. Prerequisite: 18 hours of credit applicable toward the degree.

4.06.03 MATHEMATICS EDUCATION AND APPLIED MATHEMATICS

Return to [Mathematics Education](#)

Return to [Applied Mathematics](#)

[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: Linear Algebra (MATH 3320), and Differential Equations (MATH 3331). Fall.

5306 APPLIED MATHEMATICS II This course serves as an elective course for the M.A. in mathematics education. This project-oriented continuation of MATH 4305/5305 applies differential equations and other methods to solve realistic problems from science, business, and industry. Lectures, computer labs, and projects. Prerequisite: MATH 5305. Spring.

5308 MATHEMATICAL THINKING FOR K-8 TEACHERS This course is designed for the professional development of K-8 teachers and does not substitute for requirements in the MA degree. This course focuses on the Number, Property, and Operation Strand of the Arkansas Mathematics Framework. The importance of the structural properties of the rational number system will be investigated. Participants will be encouraged to develop and generalize algorithms within the system. On demand.

5315 INTRODUCTION TO PARTIAL DIFFERENTIAL EQUATIONS This course serves as an elective course for the M.A. in mathematics education and introduces techniques for solving first and second order linear partial differential equations. Topics include quasi-linear first order partial differential equations, and the method of characteristics, second order linear partial differential equations, separation of variables of the heat equation, wave equation, and Laplace equation. Applications include heat conduction, steady state temperatures, and vibrating strings and membranes. Lecture. Prerequisites: Calculus III (MATH 2371) and Differential Equations (MATH 3331). Fall.

5316 FUNDAMENTALS OF APPLIED MATHEMATICS FOR FLUID MECHANICS AND GRANULAR MATERIALS This course is an introduction to applied mathematics in fluid mechanics and granular materials. It is an elective for all mathematics majors. Topics include dimensional analysis, perturbation methods for algebraic equations and differential equations, basic concepts and methods for fluid mechanics as well as granular materials. Prerequisite: Partial Differential Equations MATH 4315. Spring.

5330 MATHEMATICAL MODELING IN BIOLOGY This course is an introduction to mathematical modeling and analysis in biology and life sciences. Topics include MATLAB, dynamic system theory, feedback control, enzyme kinetics, Michaelis-Menten equation, the Hodgkin-Huxley model, mathematical models for calcium dynamics and blood glucose regulation, numerical solutions and mathematical analysis of the models. A contemporary textbook and research papers on this subject will be used. Primary methods of delivery are lecture, student presentations, and discussion. Prerequisite: C or better in Differential Equations (MATH 3331). Fall.

5335 GEOMETRY AND MEASUREMENT AND THEIR APPLICATIONS This course is designed for the professional development of K-8 teachers and does not substitute for requirements in the MA degree. This course builds on and extends the preliminary understanding of the geometry and measurement developed in the undergraduate

courses for K-8 teachers. The geometry topics include transformations, definition and classification, composition and decomposition of shapes, spatial visualization, and relationships between one, two and three-dimensional objects. The measurement topics include angles, linear, area, volume, capacity, mass, weight, time, money, temperature, and related rates. Instructional and assessment strategies for these areas will be explored. Applications of these topics and connections among Geometry, Measurement, and the other Strands of the Arkansas Mathematics Framework will be examined. On demand.

5340 NUMERICAL METHODS This course is a mathematics elective for the M.A. in mathematics education 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, numerical differential equations, and numerical optimization. Lecture and computer activities. Prerequisite: Calculus II (MATH 1592), Linear Algebra (MATH 3320), and Computer Science I (CSCI 1470) or equivalent knowledge of a computer language. Spring.

5345 COLLEGE GEOMETRY This course focuses on the elementary theory in foundations of geometry, advanced Euclidean geometry, and introduces transformations and non-Euclidean geometries. Problem solving, discovery, computer activities, and lecture. Prerequisite: Calculus I (MATH 1591). Spring

5362 ADVANCED CALCULUS I This course is a mathematics elective for the M.A. in mathematics education. This rigorous theoretical treatment of calculus includes completeness, compactness, connectedness, sequences, continuity, differentiation, integration, and series. Lecture format and problem solving. Prerequisite: Calculus III (MATH 2371). Fall.

5363 ADVANCED CALCULUS II This course is an elective for the M.A. in mathematics education. This course is a multivariable treatment of Advanced Calculus topics that include a rigorous study of partial differentiation, multiple integrals, Implicit Function Theorem, Fubini's Theorem, line integrals, and surface integrals. Lecture format and problem solving. Prerequisite: MATH 5362. Spring.

5371 INTRODUCTION TO PROBABILITY This course is required for the M.A. degree, if not previously taken at undergraduate level. This calculus-based introduction to probability and the distributions and properties of several discrete random variables includes hypergeometric, geometric, binomial, negative binomial, Poisson, and the distributions and properties of several continuous random variables, including normal, gamma, uniform, chi-squared, t , and F . Lecture format. Prerequisite: Calculus II (MATH 1592). Fall.

5372 INTRODUCTION TO STATISTICAL INFERENCE This course is required for the M.A. degree, if not previously taken at undergraduate level. This introduction to the theory of statistical inference includes sampling distributions, point and interval estimation, hypothesis testing, and linear models. Lecture and projects. Prerequisite: MATH 5371. Spring.

5373 APPLIED STATISTICS This course is an elective for the M.A. in mathematics education. This introduction to simple and multiple linear models and the analysis of variance (ANOVA) includes estimating the parameters of linear models and testing estimates. Students will learn basic designs of experiments and data analysis using ANOVA and examine applications in science, business, and industry. Lecture and projects. Prerequisite: MATH 5372. Fall.

5375 INTRODUCTION TO TOPOLOGY I This course is an elective for the M.A. degree. This introduction to generalizations of the notion of continuity includes the study of minimum conditions on a set necessary to describe continuous functions. This study is accomplished via point set topology using examples including knots, surfaces, and function spaces. Lecture/seminar format. Prerequisite: Consent of instructor. On demand.

5385 COMPLEX ANALYSIS This course is an elective for the M.A. degree. The content of the course includes the arithmetic and geometry of the complex numbers, extension of transcendental functions to the field of complex numbers, analytic function theory, contour integration, the Cauchy Integral Theorem, series, calculus of residues, and harmonic functions. This course is fundamental to physics and engineering and is an extensive source of problems in pure mathematics. Lecture and discussion. Prerequisite: Calculus III (MATH 2371). On demand.

6185 RESEARCH IN MATHEMATICS EDUCATION This course is a directed research project in a selected area of mathematics education. One, two, or three credit hours are available, pre-determined by the instructor.

Prerequisite: Consent of Instructor. Fall, spring, summer.

6285 RESEARCH IN MATHEMATICS EDUCATION This course is a directed research project in a selected area of mathematics education. One, two, or three credit hours are available, pre-determined by the instructor.

Prerequisite: Consent of Instructor. Fall, spring, summer.

6305 FOUNDATIONS OF MATHEMATICS This course is required in the M.A. program in mathematics education and is designed to introduce the fundamentals of mathematical logic and concepts of formal proof, including applications to fields such as elementary number theory and probability. Prerequisite: 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.

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 is a required course for the M.S. in applied mathematics and an elective for the M.A. in mathematics education involving 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.

6345 ADVANCED ORDINARY DIFFERENTIAL EQUATIONS A required course for the MS degree in Applied Mathematics. Topics include linear systems of differential equations; existence and uniqueness; systems with constant coefficients; periodic systems and Floquet theory; existence, uniqueness, continuation of solutions of nonlinear systems; properties of solutions of linear and nonlinear systems; behaviors near equilibrium and the stability of equilibrium; stable/unstable manifolds, the Hartman-Grobman theorem and the center manifold theorem; the Poincare-Bendixson theorem. Prerequisites: MATH 3331 and MATH 4362 or equivalent. Annually.

6348 NUMERICAL ANALYSIS A required course for the MS degree in Applied Mathematics. Topics include direct methods for linear systems equations, roots of a single linear equation; interpolation using a variety of approximation techniques; numerical differentiation and integration with a focus on stability, convergence and error estimates of methods; the numerical solutions of linear and nonlinear equations and systems of equations; techniques in numerical linear algebra including matrix computation, elimination methods, matrix decomposition; orthogonalization and least-squares; iterative methods with a focus on error analysis. Prerequisites: MATH 2371, MATH 3320, and CSCI 1470. Annually.

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.

6355 ADVANCED PARTIAL DIFFERENTIAL EQUATIONS An elective for the MS degree in Applied Mathematics. Topics include uniqueness, regularity, well-posedness and classification for elliptic, parabolic, and hyperbolic equations; Green's functions, representation formulas, mean-value formulas, Duhamel's method, weak and strong maximum principles, and energy methods. Prerequisites: MATH 4315/5315 and MATH 6345 or equivalent. On demand.

6358 NUMERICAL DIFFERENTIAL EQUATIONS An elective for the MS degree in Applied Mathematics. Topics include the numerical solutions of ordinary differential equations using single-step, multi-step, multivalued methods with a focus on convergence, error bounds, error estimates and stability of methods; finite difference methods for initial and boundary value problems for partial differential equations; consistency, stability, convergence of methods of methods for linear and nonlinear parabolic, hyperbolic, and elliptic partial differential equations. Prerequisite: MATH 3331, MATH 4315/5315, and CSCI 1470 or equivalent. On demand.

6362 INFINITE DIMENSIONAL DYNAMICAL SYSTEMS An elective for the MS degree in Applied Mathematics. Topics include semiflows, semigroups, evolutionary equations, reaction-convection-diffusion equations, wave equations, Navier-Stokes equations, existence and uniqueness of solutions, limit sets, invariant manifolds, stability, global attractors, numerical simulations, applications to fluid dynamics, physics, biology, and chemistry. Prerequisites: MATH 3331 and MATH 4315/5315. On demand.

6365 CONTROL THEORY An elective for the MS degree in Applied Mathematics. This course is an introduction to analysis and control design for both finite and infinite dimensional dynamical systems. It will focus on basic topics, including reachability, controllability, feedback, stabilization, Lyapunov functions, continuous semigroups, and boundary controls. Prerequisites: MATH 3331 and MATH 4315/5315. On demand.

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.

6372 INTEGRAL TRANSFORMS An elective for the MS degree in Applied Mathematics. Topics include the Fourier, Laplace, and Hankel transforms; their operational properties, inversion formulas. Emphasis will be placed on solving ordinary and partial linear differential equations using the transform techniques. Applications include wave and heat equations. Prerequisites: MATH 3331 and 4315/5315. On demand.

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.

6376 DESIGN OF EXPERIMENTS An elective for the MS degree in Applied Mathematics and the MA degree in Mathematics Education. Major topics include, but are not limited to, fixed and random effects models, single-factor and factorial designs, block designs, response surface designs, nested and split-plot designs, and designs with covariates. Prerequisite: MATH 4373/5373 or consent of instructor.

6378 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 4315/5315. Spring. On demand.

6380 MATH ED SEMINAR This course serves as an elective for the M.A. in mathematics education. The purpose of this course is to study a chosen area of advanced mathematics or mathematics education. May be repeated when the theme of the course is changed. Prerequisite: Consent of the instructor. Fall, Spring.

6382 APPLIED MATH SEMINAR This course serves as an elective for the M.S. in applied mathematics. The purpose of this course is to study a chosen area of advanced mathematics or applied mathematics. May be repeated when the theme of the course is changed. Prerequisite: Consent of the instructor. Fall, Spring.

6385 RESEARCH IN MATHEMATICS EDUCATION This course is a directed research project in a selected area of mathematics education. One, two, or three credit hours are available, pre-determined by the instructor. Prerequisite: Consent of Instructor. Fall, spring, summer.

6196, 6296, 6396, 6496, 6596, 6696 THESIS A requirement for the MS degree in Applied Mathematics (thesis option). Topics are chosen in consultation with an advisor. Variable credit up to six hours. Course may be repeated. Fall, Spring, Summer.

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.

5121 BIOCHEMISTRY LABORATORY A laboratory course in modern biochemical techniques investigating proteins, nucleic acids, carbohydrates, and lipids. Four hours of laboratory per week. Prerequisite: CHEM 3411; Pre- or Corequisite: CHEM 4320 or 5320

5290 CHEMICAL LITERATURE Use of abstracts, journals, and reference books in chemistry. Practice in presentation of seminars. Prerequisite: CHEM 3411. Fall.

5320 BIOCHEMISTRY I A survey of the structure and functions of important classes of biomolecules. Metabolism, processing of genetic information, and current topics in biochemistry will be addressed. Three hours lecture per week. Prerequisite: Grade of C or better in CHEM 3411.

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.

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.

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.

4.06.06 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.

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)

6116-6316 RESEARCH PROJECTS (1-3 credits) Students will use research methods skills acquired in CSPA 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: CSPA 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.

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.

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.

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.

6325 ASSESSMENT STRATEGIES IN STUDENT AFFAIRS AND PRACTICAL METHODOLOGY This course will provide a comprehensive examination of the educational outcomes of college attendance. College impact researchers investigate aspects of the college environment that have an impact on student outcomes. This field of study is one of two core theoretical and empirical foundations for the field of student affairs. Prerequisite (s): None. Offered Fall, Spring and Summer.

6335 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.

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.

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.

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.

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.

6195-6395 THESIS: STUDENT AFFAIRS (1-3 credits) The thesis affords the student an opportunity to draw upon and consolidate knowledge obtained from classroom lectures, research projects, teaching, and other experiences. It is viewed as the beginning of the student's scholarly work, not its culmination. Thesis research provides the student with hands-on, directed experience in the primary research methods of the discipline of Student Affairs and prepares the student for research and scholarship that will be expected after receipt of the master's degree. Prerequisite(s): Completion of 21 credit hours. Offered Fall, Spring and Summer.

4.07.02 COMMUNITY AND ECONOMIC DEVELOPMENT

Return to [Community and Economic Development](#)

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

6116-6316 RESEARCH PROJECTS (1-3 credits) Students will use research methods skills acquired in CED 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: CED 6315

6101 COMMUNITY AND ECONOMIC DEVELOPMENT INSTITUTE I This course is the academic equivalent to Year I of UCA's Community Development Institute (CDI) and is an elective course for the MSCED. CDI offers applied training to elected officials, board members, staff professionals, and interested citizens in a broad spectrum of topics in the field of community and economic development. The instruction is a combination of classroom lecture, discussion groups, simulations, and field trips. Prerequisites: Graduate standing. Summer.

6102 COMMUNITY AND ECONOMIC DEVELOPMENT INSTITUTE II This course is the academic equivalent to Year II of UCA's Community Development Institute (CDI) and is an elective course for the MSCED. CDI offers applied training to elected officials, board members, staff professionals, and interested citizens in a broad spectrum of topics in the field of community and economic development. The instruction is a combination of classroom lecture, discussion groups, simulations, and field trips. Prerequisites: Graduate standing and completion of CED Institute I. Summer.

6103 COMMUNITY AND ECONOMIC DEVELOPMENT INSTITUTE III This course is the academic equivalent to Year III of UCA's Community Development Institute (CDI) and is an elective course for the MSCED. CDI offers applied training to elected officials, board members, staff professionals, and interested citizens in a broad spectrum of topics in the field of community and economic development. The instruction is a combination of classroom lecture, discussion groups, simulations, and field trips. Prerequisites: Graduate standing and completion of CED Institute I & II. Summer.

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.

6305 INTRODUCTION TO COMMUNITY AND ECONOMIC DEVELOPMENT This course will be an introduction and overview for the field of community and economic development. This course is a required course for the MSCED. Topic coverage is designed to focus on the macro perspective of economic development and cover such areas as developing social capacity and other community building processes critical to success in economic development. Prerequisites: Graduate standing. Fall.

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.

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.

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.

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.

6320 HOLISTIC PLANNING AND THE COMMUNITY An introduction to planning with reference to applications in the field of community development, including the underlying principles of planning as a discipline.

6330 COMMUNITY DEVELOPMENT POLICY ANALYSIS A general introduction to the field of public policy analysis.

6335 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.

6340 ECONOMIC AND INDUSTRIAL DEVELOPMENT An introduction to the field of industrial and economic development as a discipline of study including the underlying principles of that field.

6350 FINANCING COMMUNITY AND ECONOMIC DEVELOPMENT This course provides a broad overview of government budgeting, develops an understanding of how budgeting affects government decisions, and explores the relationship of government budgeting to community development.

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.

6370 COMMUNITY AND ECONOMIC DEVELOPMENT INTERNSHIP This course provides an opportunity to apply the knowledge being acquired through the course of study in the MS in CED program in a real-world setting by active employment in a community development organization or agency involved in the development process.

4.07.04 EDUCATIONAL LEADERSHIP

Return to [Educational Leadership](#)

[1] Graduate 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.

7115, 7215, 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 are required for completion of the degree. Prerequisite: Successfully complete 6 credit hours.

4.07.05 SCHOOL LEADERSHIP

Return to [School Leadership Management, and Administration](#)

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

6310 FOUNDATIONS OF SCHOOL LEADERSHIP This course explores leadership theories and examines relative models necessary in developing knowledge and skills to lead a diverse school community toward a shared vision of learning. Personality characteristics, leadership traits, and competencies in developing interpersonal relations are explored through reflection and self-examination.

6312 SCHOOL-BASED ORGANIZATIONAL LEADERSHIP This course explores the school leader's interpersonal relations and abilities to lead a diverse school community toward a shared vision of learning and to organize the school as a professional learning community. Candidates will demonstrate knowledge and skills for developing and implementing vision and mission statements, leading school-based learning teams, building consensus among diverse stakeholders concerning the change process, and communicating effectively.

6320 SCHOOL LAW This course provides an in depth study of K-12 school law including federal and state statutes and judicial decisions, with emphasis on Arkansas K-12 education. The candidate will acquire the knowledge and skills to recognize and comply with legal issues impacting schools. The candidate will develop the ability to frame educational and management decisions and practices in the context of constitutional, statutory and case law, and governmental agency policies.

6430 CURRICULUM AND PROGRAM LEADERSHIP FOR SCHOOLS The purpose of this course is to develop educational leaders who promote the success of all students by leading in the development of curriculum and instruction that is student focused and based on research and best practice, and by participating in program evaluation processes, and becoming proficient in the systematic planning, implementation, and refinement of school programs. Candidates explore methods for collecting and analyzing curriculum and program relevant data to develop an understanding of the relationship of curriculum development and program evaluation to school-wide assessment and accountability.

6440 PRINCIPAL AS INSTRUCTIONAL LEADER Foundational to teaching excellence and student success is collaborative supervisory engagement as well as the quality and specificity of professional development. The purpose of the course is to develop educational leaders who promote the success of all students by creating, nurturing, and sustaining a climate and culture of excellence, exhibit skill in data collection and analysis for determining school improvement strategies, and lead in the supervision of instruction that is student focused and based on research and best practices.

6450 PRINCIPAL AS MANAGER The purpose of the course is to develop educational leaders who promote the success of all students by facilitating the development, articulation, and implementation of managerial skills that will promote student achievement. Emphasis will be placed on the management and allocation of human resources, instructional programs, facilities, time management, budget development, and legal issues.

6460 COLLABORATIVE SCHOOL LEADERSHIP The purpose of the course is to develop educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources and promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6170 PORTFOLIO This course provides guidance in the development and defense of the professional portfolio that is reflective of national and state educational leadership standards and that demonstrates the knowledge, dispositions, and skills through course-related field experiences, required internship experiences, and individualized internship experiences that candidates engage in while enrolled in School Leadership, Management, and Administration.

6162-6362 INTERNSHIP CURRICULUM ADMINISTRATOR Substantial, sustained, and standards-based internship experiences (minimum of 180 hours) are designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. The internship course hours are variable and repeatable where each candidate must complete a total of five credit hours of internship. The internship is an opportunity for candidates to develop skills integrating theory and practice in order to function effectively as curriculum directors 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.

6164-6364 INTERNSHIP PROGRAM ADMINISTRATOR Substantial, sustained, and standards-based internship experiences (minimum of 180 hours) are designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. The internship course hours are variable and repeatable where each candidate must complete a total of five credit hours of internship. Separate internship requirements must be completed for each licensure area sought. Internship experiences must be conducted collaboratively with an appropriate district-based program coordinator to the area of licensure sought. The internship is an opportunity for candidates to develop skills integrating theory and practice in order to function effectively as program coordinators 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.

[1.1] Internships

6120 SCHOOL INTERNSHIP I Part I 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.

6130 SCHOOL INTERNSHIP II Part II 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 6430.

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 6440.

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 6450.

6160 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.

4.07.06 SCHOOL COUNSELING

Return to [School Counseling](#)

[1] Graduate Courses in School Counseling (SCCN)

6102 - 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.

6105 - 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.

6195 – 6695 Internship This course provides a supervised counseling experience for school counseling majors. Students will be required to work in a school setting and provide counseling to school aged children. Candidates must earn six hours of internship credit. Enrollment by permission only. Prerequisite: Practicum.

6320 Foundations of School Counseling This course is designed to introduce students to the principles, functions and practices basic to school counseling at both the elementary and secondary levels. Specific focus is also given to professional, ethical and legal responsibilities; historical development and current trends and issues. This course includes the characteristics of successful school counselors and the development of basic helping skills. Emphasis is on the first of the primary interventions (counseling) as spelled out by the American School Counselor Association in its position paper “The Role of the Professional School Counselor” and on the role of the school counselor as an advocate for student success in school and life. This is a step towards our primary mission for the University of Central Arkansas’s School Counseling Program which is to prepare “*Educators as Reflective Decision Makers.*”

6330 Multicultural Counseling in Schools The purpose of the course is to insure students know professional and ethical guidelines regarding the counseling of multicultural populations; have knowledge of different cultures; know how to interact effectively with diverse populations; know that diversity in schools, families and communities affect individual behavior.

6340 Career Guidance for School Counselors This course is intended to assist students in learning to use educational and occupational information in career counseling, career guidance and related activities in public schools.. Specific emphasis is placed on how students process information in the planning, establishing and managing a career from a life-span perspective. Activities in the class will also bring an awareness of diversity issues in career development. The overall nature of work in America including motivation and future trends, theories of career development, career-related assessment and counseling, sources of occupational information, computer-based guidance, and career-decision process will also be included to insure students can effectively engage in career counseling. The specific focus will be on career counseling for school populations with attention given to the various impact of career counseling on ethnic groups, gender, and persons with disabilities.

6350 Developmental Guidance This course is designed to enable school counselors to engage in strategic planning to improve this school guidance program. Emphasis is placed on the practical application of planning skills to assess, evaluate, and improve the functioning of the school guidance program in order to meet the needs of students in elementary, middle, and high schools. Students will also become more familiar with P-12 school guidance programs.

6360 School Counselor as Consultant This course emphasizes the role of Counselor as Consultant in public schools. The course gives specific attention to working with teachers as advocates. Additional information is shared regarding working with the community resources available to school counselors.

6365 Educational Assessment and Measurement This course is designed to provide students with an understanding of the appropriate educational assessments and measurements currently utilized in public schools. Specifically, the course will examine benchmark testing and the appropriate use of the information obtained for use with students, teachers and parents. Additional information will be provided in regard to objective tests, interviews as a source of information gathering, and understanding data obtained from a variety of testing methods.

6375 Group Counseling in Schools This course is designed to prepare school counselor candidates to work with

students in groups in the public school setting. Both small group and large group activities for classroom guidance and best practice will be discussed in this course. The course focuses on group counseling theories, process and techniques.

Prerequisite: PSYC 6354

6380 School Counseling Intervention Strategies School Counseling Intervention Strategies provides knowledge and skills in addressing the needs of specific children and adolescents in contemporary society. Stressors such as child abuse, chemical abuse, divorce and multicultural issues and the influences of poverty are included of this course. Specifically these issues will be discussed in relationship to their influence on student development and academic performance in the school setting.

6390 School Counseling Practicum This course is intended to allow students the opportunity to provide both direct and indirect counseling services to school aged children in a school setting. This Practicum course provides opportunities for practical clinical/field experience with actual clients/students in school settings. For purposes of school counselor licensure and/or certification, School Counseling students will receive verification of **100 hours** of supervised Practicum experience.

6391 School Counseling Practicum II This course is intended to allow students the opportunity to provide both direct and indirect counseling services to school aged children in a school setting. This Practicum course provides opportunities for practical clinical/field experience with actual clients/students in school settings.

Return to [SCHOOL COUNSELING](#)

4.07.07 LEADERSHIP STUDIES

Return to [Leadership Studies](#)

[1] Graduate Courses in Leadership Studies (LEAD)

6190-6390 SPECIAL TOPICS Course focuses on a specific topic appropriate to the programs and mission of the Department of Leadership Studies. Students will research the topic and develop work samples that demonstrate appropriate application of the content in different contexts. Taught on-demand.

6302 LEADERSHIP COMMUNICATION IN ORGANIZATIONS This course explores the intersection between the practices of leadership and communication within the organizational context. The course challenges students to assess and improve their own communication competencies in light of common organizational leadership opportunities and challenges.

6311 LEADERSHIP AND DECISION MAKING In this course, students take holistic approaches to leading organizations, solving organizational problems with cross-functional ramifications, and making sound decision. The areas covered are applicable to all kinds of organizations, but prime emphasis will be given to higher education and public sector organizations. Case analysis involving individual and group learning will apply strategic thinking.

7300 THE RESEARCH ENDEAVOR Course addresses issues surrounding the generation and validation of human knowledge. Students will be encouraged to view the research endeavor as arising from an individual's world view and epistemology that, while it is ultimately singular, can be grouped with other similar approaches. Students will deepen their understanding of the research endeavor from a primarily methodological perspective in at least two areas of personal interest. An even-handed approach to the quantitative and qualitative paradigms will be maintained. Lecture, discussion.

7302 LEADERSHIP AND PHILOSOPHY Course provides understanding of the role of philosophy inherent within the doctor of philosophy degrees. Reviews historical and contemporary philosophies in light of their impact on the structure and practice of the discipline of leadership. Explores the discipline of leadership as a framework for responding to the problems and issues of modern organizations. Introduces students to their responsibility as future stewards and scholars who will contribute to formal knowledge and understanding of the discipline and its practice. Lecture, discussion, readings, panels, presentations.

7303 LEADERSHIP AND COMPLEX ORGANIZATIONS Course examines organizational cultures; leadership principles; and the management of human, financial, material, and information resources as they occur in an environment of change. Candidates investigate constructs from research to explain behaviors and events in an organizational setting. Candidates should gain a well-rounded understanding of the factors that influence the leadership skills and motivation levels of themselves and of employees in complex organizations. Lecture, case studies, and panels support discussion of course materials.

7304 LEADERSHIP AND ETHICS Course emphasizes ethics, morality, and values as it examines their relationship to leadership in a variety of organizations. Ethical dilemmas are analyzed. Personal ethics, leadership ethics, and ethical decision-making are explored. Lecture, discussion, presentation.

7310 CURRICULAR SYSTEMS DESIGN AND DEVELOPMENT To advance students' ability to identify and understand the philosophical underpinnings, societal expectations, public policies, and practical demands which must be reflected in the development of curriculum. This course includes methods of analyzing school curriculum, theories, trends, and methods of curriculum construction. Combines the use of readings, reflection, article reviews, and discussion.

7312 CURRICULUM POLICY: A GLOBAL PERSPECTIVE The purpose of this course is to provide an overview of the major factors involved in curriculum and instruction policy-making at local, state, national, and

international levels. Systematically planning for change to enhance school improvement will be addressed. International education issues will be discussed. Discussion, reflection, case studies, and research papers will be used.

7330 ACADEMIC LEADERSHIP IN HIGHER EDUCATION Critically examines the technical core of institutions of higher education and the segment of the organization that leads its academic programs, departments, schools, and colleges - academic affairs. Issues and challenges of curriculum, student learning and development, changing demographics, instruction, faculty development, faculty personnel policies, assessment and accountability, and productivity are explored. Focus on the impact of these challenges on institutional priorities, strategies, and activities.

7331 ADMINISTRATIVE LEADERSHIP IN HIGHER EDUCATION Examines executive leadership and administrative practices in institutions of higher education. It includes consideration of roles, responsibilities, styles, and differences in more than one organizational context. Focus is on standard conceptual tenets of administration from the literature with the purpose of facilitating thinking about new paradigms that address administrative challenges.

8332 LEADERSHIP IN THE GLOBAL SOCIETY This course examines systems, structures, and organizational issues across the globe and outside of the traditional American systems from an international and comparative perspective. The aim is to prepare students as global leaders with the intercultural facility necessary to lead and manage in a variety of organizations (educational, health related, non-profit). The course aims to help students develop awareness of cross-cultural skills and provide an understanding of critical issues in the management of multinational or transnational organizations. Topics covered include international leadership skills, cross-cultural negotiations, conflict resolution, ethical dilemmas in cross-cultural environments, global human resource management, and designing and managing global organizational cultures.

8334 LEADERSHIP AND CHANGE This course provides multiple approaches to theories of leadership, organizations and change. The primary goal of this course is to present students with ways of thinking about leadership in organizations in order to successfully negotiate change. A secondary goal is to acquaint students with the interdisciplinary underpinnings about leadership theory, change theory, and organizational theory, literature, and research methods. Students will apply various theories to case studies in order to develop insights for organizational change. At completion of the course, student will apply theory to analyze and describe organizational leadership and change initiatives from multiple theoretical perspectives. Students will identify leadership strategies to promote intended change.

8350 FUNDING PUBLIC EDUCATION Study of public education funding from a national perspective, sources of revenues for public education, issues of equity, efficiency, and adequacy, and issues of resource allocation in the funding of public education.

8352 ADVANCED STUDY OF SCHOOL LAW The course examines the various educational, civil, and criminal laws impacting the school-community setting. Special emphasis will be placed on the state and federal laws influencing the school-community educational setting, as well as the state and federal judicial rulings affecting the school-community setting. Furthermore, special emphasis will focus on the interplay of state/federal laws and state/federal judicial rulings.

8302 ADVANCED QUALITATIVE RESEARCH Course explores qualitative methods used in social science research, focusing primarily on methods used in educational research. Theoretical and ethical aspects of methods will be examined. Readings on specific research methods will contribute to the formulation of a research project to be carried out during the semester. Lecture, discussion.

8308 MAJOR AREA RESEARCH Student prepares a manuscript-length paper reflecting original research on a significant topic related to the student's area of emphasis and the field of leadership studies. The paper includes a preliminary review of the literature and a research design created by the student that can be used to conduct a study. The topic will be selected by the student in agreement with the advisor. Upon completion, the paper will be presented to the advisor for approval and to peers enrolled in the LEAD 8309 Seminar in Leadership Inquiry, which is taken concurrently.

8311 LEADERSHIP INTERNSHIP Provides doctoral students with experience in an appropriate organizational setting and under the supervision of faculty partnered from leadership studies and non-profit organizations, health care, government, or education.

8336 CONTEMPORARY ISSUES IN LEADERSHIP Examines contemporary issues confronted by leaders in health, education, government and non-profit organizations. Topics include issues related to diversity, gender, globalization, communication, organizational creativity and evolution, technological challenges, and employee motivation and satisfaction as followership behavior.

8338 INDEPENDENT READINGS AND RESEARCH IN LEADERSHIP Provides the opportunity for students to conduct independent readings and/or research in a selected area of leadership studies. The student must arrange for a graduate faculty member to direct the study and must provide the permission of the department chairperson. On demand.

9110-9910 DISSERTATION IN LEADERSHIP STUDIES Candidates conduct an original and substantial research project in their emphasis area with the approval of their advisor and dissertation committee. Candidates must maintain continued enrollment in the course until the course is successfully completed (a minimum of 12 credit hours is required).

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