

Southern Arkansas University Magnolia

**Graduate Catalog
2008-2009**



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The Southern Arkansas University System

Southern Arkansas University is a two-campus system comprised of a comprehensive regional university and a technical college with both state and regional responsibilities. Recognizing the diversity of student backgrounds and educational experiences, each campus accepts its coordinated and unique role.

Southern Arkansas University is a comprehensive regional university located in Magnolia, Arkansas. SAU provides quality four-year undergraduate programs offering baccalaureate degrees, associate degrees, in addition to selected master's degrees. Other information, including this catalog, is available at the Web site: www.saumag.edu.

Southern Arkansas University Tech is located in East Camden. It is a two-year comprehensive college specializing in technical training and offers the first two years of a university transfer program. Further information is available at the Web site: www.sautech.edu.

Mission Statement

Southern Arkansas University is a quality, comprehensive, regional community of excellence in higher education. As such SAU:

- prepares students for productive and meaningful lives,
- leads economic development, and
- inspires community engagement.

Revised 2008

Welcome to SAU

Information

Academic Programs	Vice President for Academic Affairs
Admission and General Information	Dean of Enrollment Services
Alumni Affairs	Director of Alumni Affairs
Business Affairs	Vice President for Finance
Continuing Education and Extension	
Courses	Director of Continuing Education
Evaluation of Credits, Transcripts, and Veterans Affairs	Registrar
Gifts	Director of Development
Graduate Studies	Dean of Graduate Studies
Housing	Associate Dean for Housing
Financial Aid.....	Director of Financial Aid
International Admissions.....	Director of International Student Services
Social Activities	Assistant Dean of Students for Student Activities
Student Accounts	Coordinator of Student Accounts
Student Affairs	Vice President for Student Affairs
Student Counseling	Director of the Office of Counseling and Testing
Student Employment.....	Director of the Employment Resource Center
Student Teaching.....	Director of Field Experiences, College of Education
University Administration.....	President

Visitors

Southern Arkansas University is located in southern Arkansas in the city of Magnolia, which is approximately 55 miles east of Texarkana, 80 miles northeast of Shreveport, and 140 miles south of Little Rock. Visitors are welcome at Southern Arkansas University, and campus tours can be arranged by appointment.

- Temporary parking permits can be obtained at the Business Office.
- Visitors should contact the Office of Admissions (for undergraduate information) or the School of Graduate Studies (for graduate information) by telephone or by mail for an appointment or for further information. The telephone number for the Office of Admissions is (870) 235-4040 or toll-free at (800) 332-7286; the School of Graduate Studies is (870) 235-4150 or (866) 921-5179.
- The University switchboard number is (870) 235-4000.
- The SAU fax number is (870) 235-5005.
- The SAU Web site is www.saumag.edu.
- The School of Graduate Studies e-mail address is gradstudies@saumag.edu.

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**University Calendar
2008-2009**

Fall 2008

August 25	Monday	Late Registration, Advising & B.A.M Part II
August 26	Tuesday	Late Registration, Advising & B.A.M Part II
August 27	Wednesday	Late Registration with penalty
August 27	Wednesday	Classes begin
August 29	Friday	Last date to apply for December graduation
September 1	Monday	Labor Day Holiday
September 3	Wednesday	Last date of entrance and course additions
October 13	Monday – 10:00 a.m.	Mid-semester grades due in the Office of the Registrar
November 5	Wednesday	Last date for dropping courses or withdrawing from the University
November 25	Tuesday – 5:00 p.m.	Thanksgiving holiday begins
December 1	Monday	Classes resume
December 8	Monday	Last date to change <i>I</i> grades in the Office of the Registrar
December 15	Monday	Final examinations begin
December 19	Friday	Semester ends
December 19	Friday	Commencement
December 20	Saturday – 12:00 p.m. (noon)	Final grades due to Registrar

Spring 2009

January 12	Monday	Late Registration and Advising
January 13	Tuesday	Late Registration and Advising
January 14	Wednesday	Late Registration with penalty
January 14	Wednesday	Classes begin
January 16	Friday	Last date to apply for May graduation
January 19	Monday	Martin Luther King, Jr. Holiday
January 21	Wednesday	Last date of entrance and course additions
March 9	Monday – 10:00 a.m.	Mid-semester grades due in the Office of the Registrar
March 23-27	Monday – Friday	Spring vacation
March 30	Monday	Classes resume
April 1	Wednesday	Last date for dropping courses or withdrawing from the University
April 27	Monday	Last date to change <i>I</i> grades in the Office of the Registrar
May 4	Monday	Final examinations begin
May 8	Friday	Semester ends
May 8	Friday	Commencement
May 11	Monday – 10:00 a.m.	Final grades due to Registrar

**Summer 2009
First Term**

May 26	Tuesday	Advising and registration
May 27	Wednesday	Classes begin
May 28	Thursday	Last date of entrance and course additions
May 28	Thursday	Last date to apply for August graduation
May 29	Friday	Classes meet (make up for Memorial Day)
June 17	Wednesday	Last date for dropping courses or withdrawing from the University
June 25	Thursday	First summer term ends
June 29	Monday – 10:00 a.m.	Final grades due to Registrar

**Summer 2009
Second Term**

July 6	Monday	Advising and registration
July 7	Tuesday	Classes begin
July 8	Wednesday	Last date of entrance and course additions
July 29	Wednesday	Last date for dropping courses or withdrawing from the University
August 6	Thursday	Second summer term ends
August 7	Friday	Commencement
August 10	Monday – 10:00 a.m.	Final grades due to Registrar

Southern Arkansas University in Profile

Enrollment

In the fall 2007 semester, there were 3,148 students enrolled at Southern Arkansas University in Magnolia: 2,807 as undergraduates and 341 as graduate students.

Faculty

Of the full-time faculty, 67 percent hold doctoral degrees. The low student-teacher ratio at SAU (an average of 19 students per class) assures attention to individual needs.

Library

Magale Library is a centrally located learning resource center containing more than 150,000 book volumes. The library has 80 computers for student use and provides electronic access to more than 75 databases and more than 14,000 full-text publications. Access to the library resources is through the library home page at www.saumag.edu/library. The Magale building also houses the Teaching/Learning Center and the Writing Center.

Accreditation

Southern Arkansas University is accredited by the following entities:

AACSB International

The Association to Advance Collegiate Schools of Business
777 South Harbour Island Boulevard, Suite 750
Tampa, FL 33602
1-813-769-6500 www.aacsb.edu

The Higher Learning Commission of the North Central Association

30 North LaSalle Street
Suite 2400
Chicago, IL 60602-2504
1-312-263-0456 or 1-800-621-7440

National Association of Schools of Music

11250 Roger Bacon Dr., Suite 21
Reston, VA 20190
1-703-437-0700 www.arts-accredit.org

National Council for the Accreditation of Teacher Education

NCATE
2010 Massachusetts Ave., NW, Suite 500
Washington, DC 20036
(202) 466-7496

National League for Nursing Accrediting Commission

61 Broadway
New York, NY 10006
1-800-669-1656

Council on Social Work Education

1725 Duke Street, Suite 500
Alexandria, VA 22314-3457
1-703-519-2058 www.cswe.org

Commissions on Accreditation of Athletic Training Education
2201 Double Creek Drive, Suite 5006
Round Rock, TX 77664
Phone (512) 733-9700
Fax (512) 733-9701

Memberships

SAU holds memberships in several national organizations. These include the following:

The Higher Learning Commission of the North Central Association
American Council on Education
American Association of Colleges for Teacher Education
American Association of State Colleges and Universities
American Association of University Women
Conference of Southern Graduate Schools
National Association of Schools of Music
National Collegiate Athletic Association
National Commission on Accrediting
National Council for the Accreditation of Teacher Education
National Council of Educational Opportunity Associations

Endowment

The Southern Arkansas University Foundation Endowment: The Key to Progress.

Perhaps the greatest opportunity for successful completion of our “Blue & Gold Vision” is to increase our endowment. The SAU Foundation endowment is 10th in size when compared to peers. While other revenue streams can help us construct new buildings, only private philanthropy can build our endowment.

Endowed funds are the foundation for everything SAU must do: recruit the best students and faculty, and provide enhancements for departments, schools and colleges. Scholarships and Professorships are funded through our endowment. Chairs for the various colleges are all opportunities to increase the endowment.

Our endowment provides a steady stream of income while leaving the principal untouched. The endowment makes it possible for Southern Arkansas University to seize opportunities and it frees up budget money that the University can use elsewhere. It provides freedom of operation for the University by taking care of students and faculty regardless of the ebb and flow of state funding and grants.

Universities are graded by the size of their endowment because it is a measure of institutional health and helps measure the value that donors place on the institution. We ask you to consider beginning your endowment today. Call the Office of Development at 877-235-4078 and ask for the Endowment Worksheet and to visit with the Executive Director about your questions. SAU and the University Foundation have a combined endowment of more than \$20 million as of 2006.

Athletics

SAU sports activities encompass individual and team events. Varsity teams compete in the NCAA Division II Gulf South Conference with men’s competition in baseball, basketball, cross country, football, golf, and track and field; and women’s competition in basketball, cross country, softball, tennis, track and field, and volleyball. Men’s and

women's rodeo teams also participate in intercollegiate competition. Intramural activities are sponsored throughout the University year.

Graduate Degree Programs: Graduate study is offered in the following areas leading to a master's degree: Counseling; College Student Affairs; School Counseling (P-8/7-12); Educational Leadership (Building Administrator P-8/7-12); Education (emphasis areas: Curriculum & Instruction, Special Education: Early Childhood Instructional Specialist (P-4), Special Education Instructional Specialist (4-12), Gifted and Talented (P-8/7-12) and Math/Science (P-8/7-12)); Kinesiology; Library Media and Information Specialist (P-8/7-12/P-12); Computer and Information Science; Agriculture; Master of Arts in Teaching; and Executive Master of Public Administration.

Student Activities

SAU has more than 70 student organizations active in campus activities and functions, including a total of 12 national sororities and fraternities. For more information, contact the Office of Student Activities at (870) 235-4925.

Student Housing

SAU has men's, women's, and co-ed residence halls, as well as the University Village Apartments. Students should contact the office of housing for information by calling (870) 235-4047.

General Information

Southern Arkansas University is located in Magnolia, which has a population of approximately 12,000. Magnolia is approximately 55 miles east of Texarkana, 80 miles northeast of Shreveport, and 140 miles south of Little Rock.

Magnolia is a growing, progressive town in the heart of an agri-business, industrial, timber, and oil-producing area. The citizens of the region have continually shown interest in SAU students by encouraging them to participate in the civic and social life of the community.

Southern Arkansas University was founded as the Third District Agricultural School. One of four such schools established by an act of the Arkansas Legislature in 1909, it opened in January 1911 as a district secondary school for southwest Arkansas. In 1925, the State Legislature authorized the school to add two years of college work to its curriculum and to change its name to Agricultural and Mechanical College, Third District. It carried both high school and junior college courses until 1937, at which time the high school courses were discontinued. In the fall of 1949, the Board of Trustees, exercising authority vested in it by the State Legislature, decided to make the college into a four-year, degree-granting institution. The Board authorized the adding of third-year college courses to begin with the fall semester of 1950, and fourth-year or senior courses to begin with the fall semester of 1951. By Act Eleven, January 24, 1951, the State Legislature changed the name of the institution to Southern State College. In 1975, the college was approved and accredited to offer a master of education degree in selected academic areas. The name was changed to Southern Arkansas University on July 9, 1976.

University Goals

1. Our graduates possess the knowledge and skills to be successful.
2. Our graduates understand their own and other societies and cultures.
3. Our graduates are prepared to be contributing members of their communities.
4. Our graduates communicate effectively.
5. Our graduates understand the process of making informed and ethical decisions.
6. Our graduates utilize appropriate quantitative skills in making decisions.
7. Our graduates use technology effectively.

Revised spring, 2005

School of Graduate Studies

The mission of the Southern Arkansas University School of Graduate Studies is to prepare individuals for positions of leadership in a variety of professions by providing advanced and specialized education. The curricula and instructional technologies are designed to meet the needs of students in our region and to prepare them to compete in a diverse and dynamic society.

Master's Degrees and Licensure Programs

College of Education

Master of Science in Counseling

Meets Arkansas licensure requirements for Licensed Professional Counselors (LPC).

Master of Education in School Counseling

* P-8/7-12 (non-degree licensure program is available for students holding a master's degree)

College Student Affairs

Master of Education in Elementary or Secondary Education

Focus areas:

Curriculum and Instruction (offered as an online degree)

*Special Education: Early Childhood Instructional Specialist P-4

*Special Education: Instructional Specialist 4-12

*Gifted and Talented P-8/7-12

*Math/Science P-8/7-12 (Secondary Math option leads to 7-12 licensure)

Master of Education in Educational Administration and Supervision

* Building Administrator P-8/7-12 (non-degree licensure program is available for students holding a master's degree)

* District Administrator (non-degree licensure program for students holding a Building Administrator license)

Master of Science in Kinesiology

Advanced study in physical education, recreation, and exercise and sport sciences.

Master of Education in Library Media and Information Specialist

* P-8/7-12/P-12 (non-degree licensure program is available for students holding a master's degree)

Master of Arts in Teaching

Meets Arkansas licensure requirements for secondary education.

* Leads to licensure by the Arkansas Department of Education.

College of Science and Technology

Master of Science in Computer and Information Science

Advanced study in computer hardware and software, systems design, communications, and project/team management skills.

Master of Science in Agriculture

Advanced study in production agriculture, careers in agriculture and related agencies, business and industries, and/or agriculture education and extension.

College of Liberal and Performing Arts

Executive Master of Public Administration

Advanced study in organizational leadership, ethical and legal issues, budgeting, grant writing/program evaluation, and rural politics.

Admission to the School of Graduate Studies

Persons seeking admission to the School of Graduate Studies at SAU must submit an application, whether or not they intend to pursue a degree. The application for admission to the School of Graduate Studies may be completed online by visiting our website at www.saumag.edu/graduate. Applications may also be obtained by visiting Nelson Hall, room 226; by writing P.O. Box 9302, Magnolia, AR 71754-9302; or by calling 870-235-4150.

All application materials are submitted to the graduate office. Students will be notified in writing when they have been admitted. Admission to the School of Graduate Studies SAU does not imply admission to a graduate degree program. Some graduate programs have additional admission requirements.

The undergraduate grade point average requirement and GRE/MAT requirement are waived for students holding a master's degree from an accredited institution.

Requirements for Admission and Timelines

Unconditional Admission Status

Applicants may be admitted to the School of Graduate Studies on unconditional status if they earned a baccalaureate degree from a regionally accredited institution with a grade point average (GPA) of 2.5 on all undergraduate work (4.0 scale), have met undergraduate prerequisites, and have submitted satisfactory GRE/MAT scores. The minimum requirements for unconditional status are:

- A cumulative grade point average of 2.50 or above out of a 4.00 system.
- Application for admission to the School of Graduate Studies (www.saumag.edu/graduate).
- Official transcript(s) from all institutions of higher education the student has attended, sent directly from the college/university (one should reflect a bachelor's degree).*
- Miller Analogies Test (MAT) and/or Graduate Record Examination (GRE) scores (MAT/GRE scores must be no more than five years old).
 - Scores should meet requirement A or B below:
 - A. A GRE score of 900 or above (verbal plus quantitative scores) or A GRE admission index of 1300 or above.
Admission index is obtained by computing the formula: $(GPA \times 200)$ plus the sum of the verbal and quantitative scores of the GRE.
 - B. A score of 35 or above on the Miller Analogies Test or a Miller Analogies Test admission index of 850 or above.
Admission index is obtained by computing the formula: $(GPA \times 200)$ plus the MAT score $\times 10$.
- Proof of immunizations (MMR).

Applications will not be considered until all required materials (listed above) have been submitted based on the following deadlines:

- Fall Semester: July 1
- Spring Semester: December 1
- Summer Sessions (I & II): May 1

*Students earning a bachelor's degree after the appropriate deadline should submit a current official transcript by the deadline and have a transcript reflecting the degree on file by registration day.

Conditional Admission Status

Applicants may be admitted on conditional status if they do not qualify for unconditional status because of GPA and /or GRE/MAT scores. The minimum requirements for conditional status are ALL of the following:

- A cumulative grade point average of 2.2 or above out of a 4.00 system.
- Application for admission to the School Graduate Studies (www.saumag.edu/graduate).
- Official transcript(s) from all institutions of higher education the student has attended, sent directly from the college/university (one should reflect a bachelor's degree).*
- Miller Analogies Test (MAT) and/or Graduate Record Examination (GRE) scores (MAT/GRE scores must be no more than five years old).
 - Scores should meet requirement A or B below
 - A. A GRE score of 750 or above (verbal plus quantitative scores).
 - B. A score of 30 or above on the Miller Analogies Test (MAT).
- Proof of immunizations (MMR).

Some colleges/programs may not allow conditional status. Students on conditional status are limited to six hours per semester.

The conditional status will be removed after the student earns a minimum of 12 semester hours of graduate credit at Southern Arkansas University with a 3.0 GPA, no grade lower than a C, and not more than one course with a grade of C. If a student fails to meet the requirements for removal of conditional status after earning 12 hours of graduate credit, he/she will be denied continuance in graduate courses.

Applications will not be considered until all required materials (listed above) have been submitted based on the following deadlines:

- Fall Semester: July 1
- Spring Semester: December 1
- Summer Sessions (I & II): May 1

*Students earning a bachelor's degree after the appropriate deadline should submit a current official transcript by the deadline and have a transcript reflecting the degree on file by registration day.

Non-Degree Admission to the School of Graduate Studies

Graduates of accredited colleges and universities who wish to enroll in selected course offerings of the School of Graduate Studies but not pursue a formal degree or a license may be considered for admission as non-degree students. The minimum requirement for taking graduate courses in non-degree status is a GPA of 2.5 (based on a 4.0 scale). Some colleges/programs have higher requirements for taking courses in non-degree status. Non-degree status does not constitute admission to the School of Graduate Studies, or to a specific degree or licensure program.

Application Materials and Timeline

- Application for admission to the School of Graduate Studies (www.saumag.edu/graduate).
- Official transcripts from all institutions of higher education which the student has attended sent directly from the college/university.*
- Non-Degree intent/waiver form.
- Proof of immunizations (MMR).

Applications will not be considered until all required materials (listed above) have been submitted based on the following deadlines:

- Fall Semester: July 1
- Spring Semester: December 1
- Summer Sessions (I & II): May 1

*Students earning a bachelor's degree after the appropriate deadline should submit a current transcript by the deadline and have a transcript reflecting the degree on file by registration day.

Exceptions to non-degree application deadlines are based on programmatic needs only.

Students in non-degree status, who apply for admission to a graduate program to pursue a formal degree or a license, must meet the same GPA and GRE/MAT requirements stated for an applicant seeking initial entry. **No more than 6 (six) credit hours earned with non-degree status may apply toward a degree.**

International Students

International students who wish to gain admission to the graduate school must provide, in addition to the requirements to the School of Graduate Studies, the following:

1. Official transcripts indicating that the student has completed a baccalaureate degree. Verification of the degree may be necessary.
2. Evidence of the ability to read, write, speak, and understand English at a level sufficient to enable the student to profit from graduate courses.

International students who have graduated with a G.E.D. in the United States or a degree (high school, bachelor's, or master's degree) from an accredited school in the United States or another English-speaking country must meet the same admission requirements as U.S. students. Other English-speaking countries include Anguilla, Antigua/Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, British Guyana, Cameroon (West/English-speaking), Canada (except Quebec), Cayman Islands, Dominica, Falkland Islands, Fiji, Grenada, Guam, Guyana, Ireland, Jamaica/other West Indies, Liberia, Montserrat, New Zealand, South Africa (English schools), St. Helena, St. Kitts & Nevis, St. Lucia, St. Vincent, Trinidad-Tobago, Turks & Caico Isle, United Kingdom, and the Virgin Islands.

For other international students, the English language requirement of SAU will be met when the applicant has submitted proof of ONE of the following:

1. A score of 61 or higher on the Internet TOEFL.
2. A score of 500 or higher on the written TOEFL.
3. A score of 173 or higher on the computerized TOEFL.
4. A score of Band 5.5/5 (overall) on the IELTS (International English Language Testing System).
5. Completion of Level 109 at an ELS Language Center or its equivalent.
6. A score of 410 on the SAT Critical Reading component OR a score of 19 on the ACT English.
3. An affidavit of support showing sufficient funds to pay tuition, fees, and room and board. In addition, the student should have enough financial resources to buy books, medical insurance, and personal items.
4. When officially admitted to Southern Arkansas University, an international student will receive a Form I-20. This form should be taken to the U.S. consulate to apply for a student visa.
5. The completed Application for Admission to the School of Graduate Studies and the other listed requirements must reach SAU by July 1 for fall enrollment, by November 15 for spring enrollment, and by April 1 for summer enrollment.
6. Proof of medical insurance OR purchase medical insurance prior to registration for classes.
7. An application fee of \$50 (non-refundable) must accompany the application.

FULL-TIME REQUIREMENTS FOR INTERNATIONAL GRADUATE STUDENTS IN F-1 STATUS

Full-Time Status

Students must maintain full-time enrollment and normal full-time progress toward their degree as defined below:

Graduate: Nine credit hours or more during each regular academic semester. Students holding a graduate assistantship may enroll in six credit hours to be considered full-time. Please consult the Office of International Student Services and an academic advisor to determine the precise requirements of your program.

Exceptions:

1. An F-1 student at an academic institution is considered to be in full-time status during the summer vacation if the student is eligible and intends to register for the next fall term (if they attended the previous semester full-time).
2. The student has a medical reason for needing to be registered less than full-time and has a written medical excuse.
3. A student in the final semester of course work is permitted to take only the number of credits required to complete the degree objective, even if it is less than the full-time course load.
4. Graduate students are considered full-time if they are taking fewer than nine credits and their academic advisor certifies that there are no other courses available on their plan of study during a particular semester.
5. DHS permits only one distance learning course (three credits) per semester to be credited towards full-time requirements.

Procedures:

If a student has to take less than the number of credits normally considered full-time in a particular semester, they must have on file a Request for Reduced Enrollment Form (signed by your academic advisor) at the Office of International Student Services (ISS). This form should be turned in **ONLY** to the ISS Office. The ISS Office Director must also approve **in advance** all forms before any student is authorized to enroll for fewer than the number of credits normally considered full-time, or to drop below full-time or withdraw from SAU during the course of a semester.

Attendance:

All international students are expected to attend classes beginning with the first day of the semester. A student may be dropped from a class for excessive absences at the request of the instructor (see Class Attendance policy). Should this happen, the student will not be eligible for a Request for Reduced Enrollment Form.

Academic Policies and Procedures

Additional Master's Degree

Students holding a valid master's degree from an accredited institution may be awarded an additional master's degree upon the completion of a minimum of 30 additional hours of approved coursework. A maximum of nine hours of approved courses taken with the first degree may count toward the second degree as long as the 30 additional graduate hours minimum is met. These courses must have been completed no more than six years prior to enrollment in the second degree (five years for transfer hours) and must be required in both degrees. All requirements for the second degree must be met. The undergraduate grade point average requirement and GRE/MAT requirement are waived for students holding a master's degree from an accredited institution.

Transient Graduate Students

Graduate students at other institutions are eligible to take graduate courses at SAU upon a letter of good standing and the recommendation of the dean of the graduate school of their home campus.

Concurrent Enrollment

An undergraduate senior at Southern Arkansas University may request permission to enroll in a maximum of six hours of graduate coursework the semester of graduation. The student's total course load (undergraduate and graduate) that semester may not exceed 18 hours. A student fulfilling the student teaching requirement is not permitted to take any additional coursework beyond the Student Teaching Block. The student must have a 3.0 cumulative grade point average and the written approval of the undergraduate advisor and the dean of the School of Graduate Studies. The permission form may be secured from the School of Graduate Studies. The approved form must be filed with the registrar prior to registration. The graduate courses may not be used to satisfy baccalaureate degree requirements.

Academic Advising

Every student admitted to SAU's graduate program is assigned a faculty advisor to assist in scheduling classes and planning the program of study.

Each advisor assigned is a member of the graduate faculty and a faculty member in the department in which the major component of the student's graduate study will be done. The progress of study will be planned in consultation with the advisor within the structure of the program curricula outlined by Southern Arkansas University.

In addition to helping a student select the graduate courses that will make a unified and balanced program of study, each graduate advisor will be responsible for the following duties:

1. Assisting the advisee in completion of the degree audit.
2. Completing necessary forms as needed on an individual basis (e.g., substitution form, catalog change form).
3. Submitting questions for written and/or oral examination (if applicable).
4. Grading written and/or oral examination (if applicable).
5. Directing the completion and defense of portfolio (if applicable).
6. Evaluating/approving thesis filed for graduation (if applicable).

Course Numbers

Courses with numbers 1000-4999 are undergraduate courses. The 5000-level courses are dual listed (4000/5000) for both undergraduate and graduate credit. Undergraduate students enroll under the 4000-level number and graduate students under the 5000-level number. Graduate students will have additional in-depth assignments in dual-numbered courses. The last digit indicates the number of semester credit hours awarded upon satisfactory completion of the course (e.g., EDUC 6003). A minimum of 18 hours must be earned from 6000-level courses for each SAU graduate degree program.

A 5000-level course will not count as graduate credit if the corresponding 4000-level course with the same title and content was taken for undergraduate credit.

Course Loads

A full-time graduate student must be enrolled in a minimum of nine semester hours in a fall or spring semester.

A graduate student wishing to enroll in more than 12 hours of coursework during a semester must obtain permission of the college dean and the vice president for academic affairs. For a five-week summer term, 3 (three) credit hours constitute a full-time load. A graduate student wishing to enroll in more than 6 (six) hours of summer coursework per summer term must obtain permission of the college dean and the vice president for academic affairs.

Registration

After being admitted to the University, each student must register for courses at the time designated by the University. The student is responsible for the accuracy of the registration schedule, which should correspond with planning a program of study and meeting the requirements for graduation.

No credit will be granted for courses for which the student has not been duly registered.

The last day a student will be allowed to register is the Wednesday of the second week of classes of a regular semester or the third day of the first week of a summer session. Students entering late (after the regular registration period) must pay a \$25 late registration fee and may be required to take a reduced class load.

A student's registration is incomplete until all admissions requirements are met and all fees have been paid.

Change of Registration

A student's schedule may be changed during the first six days of classes of a regular semester or the first three days of a summer term, subject to the approval of the advisor and the payment of a \$10 fee.

Dropping a Course

A student may drop a course without penalty until the end of office hours on Wednesday of week 11 of a regular semester or Wednesday of the third week of a summer term subject to the consultation with the advisor and the payment of a \$10 fee. A student who drops a course after these deadlines will receive a grade of *WF* (withdrawal with failure), except for circumstances beyond the student's control which are approved by the registrar. A grade of *WF* is computed in the grade point average as an *F*.

A student who stops attending class, but does not officially withdraw, will receive a grade of *F* in the course.

A student receiving VA benefits will be governed by Veterans Administration regulations regarding the dropping of courses and should contact the Office of the Registrar for information. Other agencies furnishing financial assistance to a student may have regulations affecting the dropping of courses which differ from those of the University policy.

Auditing Courses

Any student who has been officially admitted to the University may audit a course with the approval of the dean of the School of Graduate Studies and the instructor and upon payment of the fee for the course. Although subject to the same regulations as other students, students auditing a course are not required to take examinations and they do not receive credit for the course. Students may audit a course after completing it for credit, or they may take the course for credit after previously auditing it.

Withdrawing from the University (through week 11 of a semester or week three of a summer session)

A student who chooses to leave the University for any reason must officially withdraw. The withdrawal card may be obtained in the Office of the Dean of Students (Reynolds 101). The process is not complete until the withdrawal card is signed by each administrative area listed in the following order: 1.) Residence Hall Director (Reynolds 202), 2.) Post Office (Reynolds Center), 3.) Dean of Students (Reynolds 101), 4.) Director of Library, 5.) Business Office (Overstreet 114), 6.) Financial Aid (Nelson 204), 7.) Registrars Office (Nelson 102). Any student who pre-registers and saves a schedule online or by signing a statement with the Business Office must follow this withdrawal process.

Withdrawing from the University (week 12 through week 15 of a semester or week four of a summer session)

If a student withdraws from the University from week 12 through week 15 of a semester or week four of a summer session, a grade of *W* will be given for each course the student is passing at the time of the withdrawal, or a *WF* will be given if the student is failing. Exceptions to this policy may be made in the case of illness or some other valid reason. The student must follow the process as outlined in section "Withdrawing from the University (through week 11 of a semester or week three of a summer session)."

Withdrawing from the University (the two final weeks of a semester or during the final week of a summer term)

A student may not officially withdraw from the University during the two final weeks of a semester or during the final week of a summer term, except for documented circumstances beyond the student's control and *approved by the vice president for academic affairs*. If approved, the student must follow the process as outlined in section "Withdrawing from the University (through week 11 of a semester or week three of a summer session)." All other appeals must be approved by a committee of the vice president for academic affairs, the vice president for administration and finance, and the vice president for student affairs. A grade of *W* will be given for each course the student is passing at the time of the withdrawal, or a *WF* will be given if the student is failing.

Class Attendance

Each student enrolled in a course is expected to attend all class meetings. A student who is absent from a quiz, examination, or other class exercise must report to the professor the reason for the class absence. If the cause of absence is acceptable, the instructor may

arrange for the student to make up the work missed. While online courses may not require specific in-class attendance, students are expected to meet all due dates and requirements as stated in the syllabus.

A student's absence from class in excess of the equivalent of one week of instruction, or missing three assignment due dates in an online course, may be reported to the dean of students. **At the graduate level, one week of instruction is equivalent to one three-hour class meeting.** The dean of students will then send the student a notice of pending action. The student is advised to contact the instructor as soon as the notice has been received. A student may be dropped from the class for excessive absences at the request of the instructor 10 calendar days after the report is submitted by the instructor during a regular semester or after seven calendar days during a summer session. If this occurs, a grade of *WF* (withdrawal with failure) will be given for the course.

Grading System

The Southern Arkansas University School of Graduate Studies uses the grading system of *A*, *B*, *C*, *D*, and *F*. The letters have the following significance for graduate students:

<u>Grade</u>	<u>Grade Points per Semester Hour</u>
<i>A</i> excellent	4
<i>B</i> acceptable	3
<i>C</i> below acceptable standard	2
<i>D</i> failure	1
<i>F</i> failure	0

Other grades that may be recorded are *AU*, audit; *CR*, credit given upon completion of the thesis; *I*, incomplete work; *W*, withdrawal with passing work; and *WF*, withdrawal with failure. A *WF* is computed as an *F* in the grade point average; a *W* is not computed in the grade point average.

Incompletes (*I* Grades)

In a regular graduate course (courses other than project or thesis courses), a grade of *I* may be given only for illness or circumstances beyond the student's control.

Grades of *I* for regular coursework **must be removed by the deadlines listed in the academic calendar or they will be changed to a grade of *F*.**

Significant differences exist between the policies on *I* grades at the undergraduate and graduate levels at SAU because project courses and theses involve research that may require more than one semester to complete. Unlike *I* grades in regular courses, *I* grades in project and thesis courses are not automatically changed to an *F* as indicated in the academic calendar.

Students are not eligible for graduation until all *I* grades are removed from their transcripts.

Grade Point Average

To determine the student's academic standing at any given time, the grade point average is used. The grade point average is obtained by multiplying the number of grade points awarded for each grade by the credit hour value for the course. The total number of points received for all courses is divided by the total number of hours attempted at Southern Arkansas University.

Up to nine hours of approved coursework from regionally accredited institutions may be accepted and posted on the SAU transcript. Grades earned at other institutions will not be used to calculate a student's cumulative grade point average.

Repeating Courses

The grade earned the last time the course is taken is the grade that will be considered the final grade. All grades will remain on the permanent record.

The policies for repeating graduate courses are significantly different from those at the undergraduate level. All graduate courses taken at SAU (including repeated courses) are included in the computation of the cumulative grade point average.

Length of Time to Complete a Degree

The University reserves the right to make changes in any individual course or program of study in the curricula leading to degrees or in any other printed catalog requirement.

As changing requirements might continually prevent a student from graduation, the University has an obligation to assure regular and continuous students that they may pursue a required program and graduate without undue imposition of additional requirements.

SAU coursework submitted for program credit must have been completed no more than six years prior to enrollment in the program of study. All transfer hours submitted for program credit must have been completed no more than five years before enrollment in the SAU graduate program. Students must complete the degree program within six years from the initial date of enrollment in the program of study.

Transfer of Credit

With the approval of the advisor and the dean of the School of Graduate Studies, up to nine hours of approved coursework from regionally accredited institutions for which the student earned a grade of B or higher may be applied toward a master's degree. **All transfer hours submitted for program credit must have been completed no more than five years before enrollment in the SAU graduate program.**

A student wishing to transfer credits from other institutions must first provide the School of Graduate Studies with an official transcript from the transferring institution if the transcript is not on file with the registrar. Transfer credits will be accepted only from institutions that have accredited programs similar to those of SAU. Transfer credits will be posted on the SAU transcript; however, grades earned at other institutions will not be used to calculate a student's cumulative grade point average.

Faculty of a particular graduate program may restrict the number of transfer hours permitted to a lower maximum than permitted by the general graduate school policy. Decisions regarding transfer of credit for programs of study are made when the degree audit is submitted.

If, after admission to an SAU program of study, a student wishes to take a course at another institution to count toward program requirements at SAU, the student must secure, in advance of enrollment, advisor approval and submit an off-campus approval form to the office of graduate studies.

Workshop Credit

Workshops typically involve educational experiences in which an attempt is made to develop specialized skills in focused areas, often emphasizing a hands-on approach. **A maximum of six credit hours in workshop courses may be counted in a degree program, subject to the approval of the graduate advisor and the college dean.** Individual degree programs may be more restrictive in their policies regarding the number of workshop credits that can be counted toward a graduate degree. In addition to these workshop credits, with advisor approval, a student in a teacher education degree program may enroll in an additional three hours of EDUC 6801-3 or EDUC 6813 Teacher Education Seminar for credit toward a degree program. **Workshop credit may not be used to satisfy professional education core requirements.**

Degree Audit

At the completion of 12 hours of graduate coursework, students pursuing a master's degree meet with their advisor to review their degree audit, grades earned, and any deviations from the degree plan. When changes to the degree plan are made, the advisor is required to approve the changes. The degree audit is a student's final degree plan. Any unauthorized changes in the plan may result in the student having to take additional courses to satisfy requirements for the degree.

An updated degree audit, with the advisor's approval, must be submitted before the student can apply for graduation.

A student who has an *I* grade in a graduate course, has failed to complete any specified compensatory course, or has failed to meet any other degree requirements will not be recommended for graduation.

Thesis

The candidate completing a thesis as a component of a master's degree program must submit an approved thesis to the dean of the School of Graduate Studies as partial fulfillment of the requirements for the degree. Thesis format guidelines are available in each college dean's office.

Credit will be given for writing the thesis and for research completed and incorporated into the thesis. No more than six credit hours may be earned for the thesis. A student may register for either three or six credit hours per semester. Thesis enrollment under the University's supervision must be continuous from the initial enrollment. The thesis must be completed within a maximum of two calendar years from initial thesis enrollment. An *I* grade will be awarded each semester or term until completion. An *I* grade received for thesis credit will not become a grade of *F* unless there is no continuous enrollment or the thesis has not been completed within the two years allotted. The final grade on thesis work will be either *CR* (credit) or *NC* (no credit) and will not be figured into the grade point average.

The thesis is to be prepared under the guidance of the student's thesis advisor and must demonstrate sound methodology and scholarship. If a student elects to write a thesis, the committee will direct the thesis activity and will ultimately give the final pass or fail grade for the project. The degree advisor normally serves as the thesis advisor, but an alternate thesis advisor who is willing to accept that responsibility may be selected from the degree committee. The thesis must be prepared according to an approved publications style manual.

The choice of a thesis program or a non-thesis program should be determined and declared when the degree audit is submitted (upon completion of 12 hours). The student's

graduate degree committee must be selected at that time and the committee members must sign the degree audit.

The student's committee must approve the topic and outline before the beginning of the semester in which the student expects to enroll for the thesis. Upon receiving the signatures of approval for the final manuscript, the student may proceed with printing the final four required copies. A copy of the Preliminary Approval of Thesis form must accompany each copy. (**Note: The student must be certain the committee will be available if work is to be completed in the summer when faculty may not normally be available.**)

Final copies must be submitted to the committee chair a minimum of **five weeks prior** to graduation. The committee must have a minimum of two weeks before it is to submit the final copies to the dean of the college and the dean of the School of Graduate Studies, who must then have a minimum of three weeks before graduation. When the final version of the thesis has been approved by each committee member, the candidate must submit the original and three copies of the thesis, along with the properly signed Approval of Completed Thesis form and a receipt from the Business Office covering binding costs of all copies, to the School of Graduate Studies.

Comprehensive Examinations

Some programs require the completion of a comprehensive examination (other master's and licensure programs require a portfolio or project -see **Portfolios and Projects**, below). Students should contact their advisor for the specific requirements applicable to their program of study.

Comprehensive examinations are given during the student's final semester. December or May graduation candidates will be given exams no later than week 12 of the semester. August graduation candidates will be given exams no later than the third week of second summer session. Students should contact their advisor for specific dates.

Passing 80 percent of the committee's questions and receiving a majority vote of the committee are required for passing the comprehensive examination. If the student does not pass the examination, the student will meet with his/her advisory committee to determine the course of remediation needed. Remediation could include further coursework or directed study. A second unsuccessful attempt will result in another meeting and further remediation. If a third attempt is unsuccessful, the student will be dismissed from the graduate program with no degree awarded and/or no recommendation for licensure. There is no appeal if a student fails the comprehensive examination on the third attempt. Final results of comprehensive exams must be submitted to the School of Graduate Studies no later than two weeks prior to graduation.

Portfolios and Projects

Some programs require the completion of a portfolio or a project (other master's programs require comprehensive examinations—see **Comprehensive Examinations**, above). Students should contact their advisor for the specific requirements applicable to their program of study.

Portfolios for candidates of December or May graduation should be defended no later than week 12 of the semester in which the candidate plans to graduate. Portfolios for candidates of August graduation should be defended no later than the third week of the second summer semester in which the candidate plans to graduate. Students should schedule their portfolio defense with their advisor during registration of the semester of defense.

A majority vote of the evaluators is required to pass the portfolio requirement. If the student does not pass the portfolio requirement, the student will meet with his/her advisory committee to determine the course of remediation needed. Remediation could include further coursework or directed study. A second unsuccessful attempt will result in another meeting and further remediation. If a third attempt is unsuccessful, the student will be dismissed from the graduate program with no degree awarded and/or no recommendation for licensure. There is no appeal if a student fails the portfolio requirement on the third attempt. Final results of portfolios and projects must be submitted to the School of Graduate Studies no later than two weeks prior to graduation.

Grade Point Average Required for Graduation

To receive a master's degree, a candidate must earn a cumulative grade point average of no less than 3.0 on a 4.0 scale in graduate coursework. Failure to earn such an average in the minimum number of hours required for the degree will result in the student being permitted to complete up to six additional graduate hours in order to earn a cumulative grade point average of 3.0 or higher, but in no case shall a student receive a degree if the cumulative grade point average is less than 3.0 after the completion of the six additional hours. In the computation of the grade point average, grades in all courses pursued at SAU for graduate credit (including repeated courses) will be included.

The grades of *D* and *F*, although used in the computation of the student's cumulative grade point average, are not accepted toward the completion of any degree program. The grade of *C* is used in the computation of the cumulative grade point average, and a maximum of two *C* grades may be accepted toward the completion of any degree program. The courses in which grades of *C*, *D*, or *F* have been earned should be repeated.

Graduation

A student seeking to complete degree requirements must fulfill the following:

1. Check with the program advisor for exact dates of graduate comprehensive exams and other deadlines.
2. Complete and file an Application for Graduation in the School of Graduate Studies.
3. Pay graduation fee in the Business Office. The Business Office will bill the student for all graduation fees.
4. Review with the advisor the degree audit and any other conditions or changes needed to meet program requirements that may require additional courses.
5. Check with the School of Graduate Studies to determine if any deficiencies exist (e.g. course substitution forms).
6. Successfully complete the comprehensive exam, portfolio, or project as required in the program of study.
7. File in the School of Graduate Studies a completed thesis (if applicable) with the Approval of Completed Thesis form signed by all members of the thesis advisory committee.

Application for Graduation

To become a candidate for May graduation, a student must apply for graduation during advance registration in the fall semester. To become a candidate for August or December graduation, a student must apply for graduation during advance registration in the spring semester. Failure to meet these deadlines will result in a \$50 late fee.

For graduation purposes, students will not be allowed to take courses off campus the last semester/term of graduation. Any exceptions to the regulation will be recommended by the dean of the student's major and approved by the registrar. Examples of exceptions to

this regulation would be: class cancellations, classes not offered, class conflicts, and any other documented circumstances beyond a student's control.

It is the student's responsibility to have official transcripts sent to the Office of the Registrar at SAU for hours earned at other institutions. In order to participate in the commencement exercises, an official grade report from the registrar of the off-campus institution verifying a grade of *B* or higher in each course must be received in the Office of the Registrar no later than two days prior to the date of commencement.

It is the responsibility of the student to have all official transcripts sent to the Office of the Registrar no later than 10 days after the date of commencement. Failure to meet the 10-day deadline will result in requiring the student to reapply for graduation at a later date. The student will then graduate at the next date of commencement, provided all essential documents are complete.

Any required documents, such as validations of courses, course substitution forms, waivers of degree requirements, etc., must be completed and on file in the Office of the Registrar **no later than the beginning of the semester of graduation. Failure to adhere to this policy may delay graduation.**

Lack of knowledge or misinterpretation of policies and regulations on the part of the individual student does not absolve the student from fulfilling the requirements for a program of study. **Ultimate responsibility for completion of a program of study rests with the student.**

Grade Appeals

If a student believes an error in a grade has occurred, the student shall formally initiate a review of the grade no later than three weeks after the beginning of the next regular semester. (Summer terms are excluded from the phrase "regular semester" for the purposes of this provision.)

The first step of the process is for the student to verify with the instructor the accuracy of the recorded scores and the listed grade. If the instructor is also the chair of the department or the dean of the college, this step also initiates the formal appeal process.

If the grade differences are not resolved through discussion with the instructor, and the student seeks additional mediation, during the first three weeks of the next semester the student must submit a letter to the chair of the department in which the course is housed requesting a review. A copy of this letter must also be sent to the college dean, the graduate dean, and to the vice president for academic affairs. The chair has the responsibility to confer with the instructor concerning the documentation of the grade for its completeness and accuracy. The chair will notify the student of the grade status in writing within 10 days of receiving the student's request.

If the student wishes further appeal, the student must submit, by mid-term, a written request for formal review to the dean of the college in which the course is housed. A Grade Appeal Committee will conduct a hearing and recommend a decision. The committee will be composed of the following:

- Two students, appointed by the Student Government Association president. One of the students must be a graduate student;
- A Faculty Senate representative, appointed by the Faculty Senate president;
- A faculty member, appointed by the dean of the college in which the course is housed;
- The dean of the college in which the course is housed, ex-officio, votes in case of a tie and will chair the committee; and

- The dean of the School of Graduate Studies, ex-officio, non-voting.

At the hearing, the instructor and the student may both make individual presentations, and the Grade Appeal Committee may ask questions and seek clarification. A final written decision will be provided by the committee. If a grade is to be changed, the final grade will be recorded by the college dean. This procedure shall be completed by the end of the semester in which the grade is appealed.

Academic Probation and Suspension

Students who do not maintain a graduate cumulative grade point average of at least 3.0 will be placed on academic probation. A student placed on academic probation will be suspended from school if the current grade point average falls below 3.0 in any semester while on academic probation.

A student suspended for academic reasons will not be allowed to register for classes or attend the University for one full semester, excluding mini-session and summer terms. After one semester, the student may return to the University on academic probation. If the student's current grade point average falls below 3.0 while on probation after the first suspension, the student will be suspended for one year from the date of the second suspension. After one year, the student may seek admission on academic probation. Failure to earn at least a 3.0 in any semester while on probation after the second suspension will result in indefinite academic dismissal.

Academic Suspension Appeals

A student on academic suspension who believes there are extenuating circumstances which justify early readmission may submit a written appeal to the Office of the Vice President for Academic Affairs. The letter of appeal must reach the Office of the Vice President for Academic Affairs at least three business days prior to registration for the semester for which readmission is sought. Appeals received after that date will not be considered for that semester. The Academic Suspension Appeals Committee will review the case and make a recommendation to the vice president for academic affairs.

Credit earned while on academic suspension from any university, including SAU, will not be accepted by SAU.

Other Academic Appeals

Written appeals should be filed with the department chair. If necessary, decisions are then appealed to the college dean, the graduate dean, and the graduate council. The student is to receive a written response within 10 calendar days following each decision. Written appeals must be submitted within three weeks following each decision, or they will not be considered. A decision made by the graduate council is the final decision.

Transcripts

A transcript is a complete and unabridged academic record. It is used to communicate information concerning a student from one institution or agency to another. SAU prepares and issues three categories of transcripts:

- Official – issued directly from SAU to another educational institution or employer
- Official – issued to student – stamped "issued to student"
- Advising – used by the student and advisor to plan a program of study

Transcripts can be requested by the student or advisor in the Office of the Registrar and is sent directly to the advisor.

Student Responsibilities

Fulfilling Requirements

Lack of knowledge or misinterpretation of policies and regulations on the part of the individual student does not absolve the student from fulfilling the requirements for a program of study. Ultimate responsibility for completion of a program of study rests with the student.

Consulting with the Advisor

Each graduate student's program of study is planned with an advisor. The advisor interprets degree program requirements and arranges an orderly sequence of activities for the student's progress toward the anticipated degree. The student is responsible for maintaining satisfactory academic standing and for meeting all the degree requirements and deadlines for graduation or licensure. Therefore, students are encouraged to consult with their advisor frequently.

Students are responsible for the accuracy of their schedules, proper registration, fulfillment of all course prerequisites, and fulfillment of all requirements for graduation.

Academic Integrity Policy

(The following Policy on Academic Integrity, developed by an ad hoc committee appointed by the Faculty Senate, was approved by the Faculty Assembly on May 7, 1997.)

Any act of dishonesty in academic work constitutes academic misconduct and is subject to disciplinary action. Acts of dishonesty include, but are not limited to, plagiarism and cheating.

A. Plagiarism

Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own.

- a. To avoid plagiarism give written credit and acknowledgment to the source of thoughts, ideas, and/or words, whether you have used direct quotation, paraphrasing, or just a reference to a general idea.
- b. If you directly quote works written by someone else, enclose the quotation with quotation marks and provide an appropriate citation (e.g., footnote, endnote, bibliographical reference).
- c. Research, as well as the complete written paper, must be the work of the person seeking academic credit for the course. (Papers, book reports, projects, and/or other class assignments are not to be purchased from individuals or companies which provide these services.)

B. Cheating

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Examples of cheating include the following:

- a. Observing and/or copying from another student's test paper, reports, computer files, and/or other class assignments.
- b. Giving or receiving assistance during an examination period. (This includes providing specific answers to subsequent examinees and/or dispensing or receiving information which would allow a student to have an unfair advantage in the examination over students who did not possess such information.)

- c. Using class notes, outlines, and other unauthorized information during an examination period.
 - d. Using, buying, selling, stealing, transporting, or soliciting, in part or entirety, the contents of an examination or other assignment not authorized by the professor of the class.
 - e. Exchanging places with another person for the purposes of taking an examination or completing other assignments.
- C. **Discipline**
Teacher imposed penalties for plagiarism or cheating include, but are not limited to the following:
- a. Requiring student(s) to rewrite/retake a graded item; the grade may be lowered.
 - b. Giving the student(s) a failing grade on the graded item.
 - c. Giving the student(s) a failing grade on the graded item and filing documentation of the offense in the Office of the Vice President for Academic Affairs.
 - d. Giving the student(s) a failing grade in the course (*F* or *WF*) and filing documentation of the Offense in the office of the Vice President for Academic Affairs.
 - e. Recommending University sanctions, including disciplinary suspension, dismissal, or expulsion from the University.

The penalty is suspension, dismissal, or expulsion for a second offense of academic misconduct in which a student is assigned a failing grade in a course or a failing grade on a graded item and documentation is filed with the Office of the Vice President for Academic Affairs.

Colleges and departments may add to the above policy or take other disciplinary action which suits their particular needs.

Financial Accounts

It is the responsibility of students to keep an accurate account of their financial obligations to the University. Any obligations regarding tuition, fees, housing, books, and other items should be promptly remitted to the Business Office.

Parking Permits

Students who park their vehicle on the campus are required to purchase a parking permit from the Business Office. Parking regulations may be obtained from the University Police. Temporary parking permits may be obtained from the University Police Department or the Business Office.

Reporting Illness

For the protection of the entire student body as well as the individual student, students who are ill should report to University Health Services on the first day of the illness so that advice and medical care can be provided.

Change of Name or Address

A student whose name changes is responsible for reporting the change by filling out the proper form in the Office of the Registrar. Name changes must be verified by legal documentation (social security card) presented at the time of the request to the registrar. The Office of the Registrar will then notify the Office of Financial Aid and the Business Office. Students whose addresses or telephone numbers change should report the changes

to the Office of the Registrar, the Office of Financial Aid, the Business Office, the School of Graduate Studies, and their advisor.

Student Conduct

The University recognizes its responsibility to its students to provide an environment which encourages leadership, instills the ideals of responsibility, and develops those traits of character that are the generally accepted standards of successful living.

Consequently, SAU expects students to conduct themselves as responsible members of the University community. Students are obligated to assume responsibility for their actions, to respect the rights of others, to conform to the ordinary rules of good conduct, to protect private and public property, and to make effective use of their time in securing the values and benefits of a university education.

Rules and procedures governing student conduct for SAU students are specified in greater detail in the Student Handbook. The handbook is distributed by the Office of Student Life.

Each student is expected to be familiar with all campus regulations and procedures which are published in the General Catalog, Student Handbook, *The Bray*, Hallways Handbook, and other official University publications, or which may be announced by other means.

Tuition and Fees: Financial Aid and Assistantships

Costs and Finances

Since Southern Arkansas University is supported by legislative appropriations, the tuition and fees, which the student pays, constitute less than 40 percent of the actual cost of one's education. Tuition and fees charged by the University are to defray, in part, the expense involved. Payment for tuition, books, and other fees may be made in cash, check, Visa, MasterCard, or Discover credit cards, or a student's account may be credited by scholarships and other financial aid awards.

The University administration reserves the right to increase the costs of tuition, fees, and room and board without advance notice if it is necessary to do so in order to meet increasing costs.

Out-of-State Tuition Waiver

Out-of-state tuition for students living in Louisiana, Oklahoma, Mississippi, Missouri, Tennessee, and Texas and for children of SAU graduates living anywhere is waived when these students choose to live in University housing.

Arkansas Taxpayer Waiver

Bona fide Arkansas income taxpayers and their dependents who reside in one of the eligible counties or parishes of an approved state may enroll at any qualifying Arkansas public institution of higher education and receive the out-of-state tuition waiver.

In order to get the non-resident fee waived, the following criteria must be met:

1. Dependent student or parent must provide a W-2 or verification of Arkansas earnings of \$5,500 or more for the prior tax year.
2. Student and parent must live in one of the following counties or parishes.
Louisiana: Claiborne, Union, or Webster parishes
Mississippi: Coahoma or Tunica counties

Missouri: Barry, Dunklin, McDonald, Oregon, Ozark, Pemiscot, Ripley, or Taney counties

Oklahoma: Delaware, LeFlore, McCurtain, or Sequoyah counties

Tennessee: Dyer, Shelby, or Tipton counties

Texas: Bowie County

The Waiver of Non-resident Fees form is available in the SAU Business Office and must be submitted each semester. For more information about this waiver, call (870) 235-4019.

Arkansas Residents Aged 60 or Above

Act 678 of 1975 provides for tuition-free enrollment in academic credit courses for all Arkansas residents aged 60 or above on a “space available” basis upon proof of age. Enrollment options include credit registration (grade and transcript record), audit (no grade but a transcript record), or non-credit (no grade, no transcript record). Subsequently the University will waive the mandatory fees associated with the class.

Refund Policies for Title IV Withdrawals

When Title IV recipients withdraw on or after the first day of class during the period of enrollment for which they were charged, the University must determine the amount of Title IV funds a student has earned. This calculation is done in accordance with Federal Title IV guidelines. If the student has not been in attendance long enough to earn all of the awarded aid, the student may have to repay some of the unearned aid.

Institutional Refund Policy

During a regular academic semester, the tuition is refundable to the student who officially withdraws from the University on the following basis:

Classes in session 1 through 10 class days	80%
Classes in session 11 through 15 class days	60%
Classes in session 16 through 20 class days	40%
Classes in session 21 through 25 class days	20%

Summer school tuition is 80 percent refundable until classes have been in session two days, after which the refund decreases 20 percent for each two days classes are in session.

No refunds are made on room and board payments except under those conditions which are stated in the housing contract.

Financial Aid

All graduate students who need financial assistance to attend Southern Arkansas University should contact the University’s Office of Financial Aid (located in Nelson Hall) between January 1 and June 1 of each year. Eligibility for federal aid programs is determined through the filing of the “Free Application for Federal Student Aid” need analysis. Students may be considered for one or more of the following types of aid.

Federal Stafford Loans: The Federal Stafford Loan program is a need-based subsidized loan program with funds being provided by a private lender and guaranteed by federal law. SAU must certify a demonstrated financial need by using federal guidelines. Unsubsidized Stafford Loans are available, and the family contribution is not considered when determining eligibility.

Vocational Rehabilitation

Persons who have a substantial handicap to employment as a result of permanent disability may receive, at no cost to themselves, vocational counseling and some financial assistance toward the cost of their college training when their vocational objectives are approved by an Arkansas vocational rehabilitation counselor.

Graduate Assistantships

A limited number of graduate assistantships are available each semester. A copy of the Graduate Assistantship Guidelines is available from the School of Graduate Studies. A student applying for initial funding as a graduate assistant must fulfill the following:

- A. Complete an application for an assistantship, available from the School of Graduate Studies, which requests information on previous training and experience supported by at least three references. The applicant may indicate an area of preferred placement. The application for an assistantship must be submitted to the dean of the School of Graduate Studies, who will verify that the student has met all criteria established below and forward the application to the department/director granting the assistantship.
- B. Enroll in a minimum of six hours and maximum of 12 hours of graduate work in fall and spring semesters (a minimum of three hours and maximum of six hours per summer session). Note that the tuition waiver covers only graduate credit. If the student's enrollment drops below six hours (three hours each summer session), any unused portion of the assistantship and all fee reductions must be forfeited. The effective date for forfeiting unused portions of the assistantship will be the date on which the student withdraws from a course and thus falls below the minimum course load requirement. Any exceptions to this policy require written approval of the dean of the School of Graduate Studies and to the vice president for academic affairs for appeal, with justification.
- C. Meet criteria established by the department or director offering the assistantship. Each academic department or director establishes the minimum competencies required for the assistantship in that area.
- D. Be available to work 20 hours per week in assigned graduate duties.
- E. Maintain academic standards:
 - a. Have a grade point of at least 3.0 on all graduate course work.
 - b. Have no grade lower than a *B* in a graduate course and no grade of *I* (incomplete) in a graduate course except thesis.

A graduate assistant failing to uphold these academic standards forfeits the graduate assistantship for the following semester.

The process for renewing the graduate assistantship is described in the Graduate Assistantship Guidelines available from the School of Graduate Studies.

Ann Keese Thomas Graduate Scholarship

A graduate scholarship is available to a student **who is not receiving graduate assistant funding** and meets the following criteria:

1. Completed application.
2. Unconditional admission to graduate studies.
3. Completed at least 12 hours of graduate coursework.
4. Grade point average of 3.50 or higher in all graduate work, with no *C* grade included in work.
5. Two letters of recommendation from faculty in higher education.
6. Applicant must be an in-state resident.

Deadline: May 31st

Conditions which apply:

1. Must maintain a 3.50 grade point average with no grade lower than a *B*.
2. Must be continuously enrolled for the 12-month period.
3. May reapply for one additional year.

University Services and Resources

The Teaching/Learning Center

The Teaching/Learning Center, located on the first floor of Magale Library, provides academic support for the College of Education and the School of Graduate Studies. The Center promotes collegiality, facilitates teachers working together, puts teachers in touch with peers, continues to enhance SAU's relationship with the beginning teacher, and supports the College of Education's instructional and curricular programs. A diverse advisory board comprised of education professors, education students, public school administrators, classroom teachers, and community persons keeps the Teaching/Learning Center viable and current.

Both current and classic instructional materials are housed in the Teaching/Learning Center to be used by the SAU faculty, education students, student teachers, and in-service teachers of public schools. Some items are kept on reserve to assure access to all. Most materials may be taken into classrooms and schools for a negotiated period of time. A sampling of the most current textbook adoptions is purchased annually for all subject areas, preschool through secondary. Materials answer needs for all ranges of abilities and ages for full inclusion. An excellent library of children's and young adults' books, tapes, dioramas, and posters are located in a literature room. Professional journals for teachers of all academic areas and high interest magazines for children of all ages are among the collected periodicals.

The Kraus Curriculum Development Library, 1983 to date, is available on the Internet, as is Chronicle Guidance. Frameworks, curriculum guides, reference materials, activity books, sample lessons, unit plans, and methods books are grouped by theme or academic discipline. A collection of books concerning Arkansas history, geography, cultures, politics, and other topics are shelved separately for easy access. The collection contains works of numerous Arkansas authors.

Exciting art enhances work done by imaginative teachers and creative students. Activities, learning centers, and bulletin boards are displayed. Video and audio tapes, kits, posters, albums, CD's and computer software are all available. Computer hardware, including a scanner and printers; Polaroid cameras; copier; Ellison cutters; typewriters; large and small opaque projectors; overhead projectors; VCR/televisions; and numerous other media and equipment are accessible to patrons.

Free or inexpensive materials, game tokens, spinners, blank cards, colored file folders, poster board, craft paper, tag board patterns, and a picture exchange facilitate teaching. Patrons may purchase laminate, and after training, use the dry mount press at no charge.

The Rosemary Rhea Regional Arts in Education Center and Gallery is an important part of the Teaching/Learning Center. SAU, neighboring public school districts, and community entities collaborate to place artists in p-16 classrooms. These artists can reinforce schools' curricula and promote the arts. An advisory board gives guidance to the program. An art room contains workspace, supplies, and materials.

Active-learning workshops concerning current trends or topics requested by teachers are offered for in-service credit or information to both pre-service and in-service teachers. Many include K-12 students. A K-12 curriculum specialist and courteous staff are on duty to assist educators. Most noteworthy is the professional atmosphere of the center.

Education Renewal Zone

The Southwest B Education Renewal Zone is designed to support schools, school leadership, education service cooperatives, institutions of higher education, and communities participating with the Education Renewal Zone (ERZ) in the delivery of the quality education needed to assist students in attaining the performance levels set forth by the State of Arkansas and as defined by the Federal No Child Left Behind Act of 2001.

Participating regional school districts plus the Southwest and Southcentral Education Service Cooperatives and Southern Arkansas University have entered into one inter-local agreement through which they jointly collaborate to improve public school performance and academic achievement.

This inter-local agreement establishes an ERZ with the purpose of achieving the following requirements:

1. Identify and implement education and management strategies designed specifically to improve public school performance and student academic achievement.
2. Provide for collaboration among the state's smaller schools and districts in order to achieve some of the advantages of economies of scale in providing educational and related activities.
3. Maximize benefits and outcomes of public schooling by concentrating and coordinating the resources of Arkansas' higher education institutions, the expertise of the regional education service cooperatives, and the technical assistance of other service providers to improve public school performance and student academic achievement.
4. Enable small, rural, and low-wealth schools to make the best use of the latest cost-effective distance learning technology to enhance school curricula and professional development through two-way interactive learning environments.

Graduate students from all colleges at SAU that are seeking venues for creative projects with partner school districts in the southwest region of Arkansas, or for those needing additional information on other resources that the Education Renewal Zone may provide, should contact the Director of ERZ in Cross Hall Room 102 or by telephone at (870) 235-5014.

Continuing Education

The Division of Continuing Education expands lifelong learning opportunities. Learning opportunities are provided to everyone from youth to senior citizens. The purpose of the wide range of instructional activities is to provide ongoing professional development for persons involved in education, business, and industry. Continuing education provides a wide range of community service offerings for people of all ages in a variety of topics from hobbies and recreation to introductory courses, which may encourage and develop new interests. A greatly simplified admissions procedure is available for non-credit students and for non-degree seeking credit students.

Continuing Education Unit (CEU) credit is awarded in University-approved classes and workshops to those who do not register for academic credit. "One CEU is 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction," according to the Council on the Continuing Education Unit. The CEU is a uniform, nationally recognized unit of measure acceptable to many associations and professional societies that require continuing education experiences as a certification requisite. Please contact the Office of Continuing Education at (870) 235-4005 for additional information.

Student Affairs

The Student Affairs Division is designed to provide experiences, activities, and services to assist SAU students in performing at the maximum level. Included in this division are the services of orientation, admissions and records, housing and dining services, counseling and testing, disability support services, health services, student employment, career planning, multicultural services, student activities, Upward Bound, Student Support Services, Communication Center, Alumni, International Students, ADAPT, and Student Life. These services are under the direction of the vice president for student affairs.

The Student Affairs Committee, composed of students, faculty, and staff, is considered the major governing body in making, advising, and recommending major non-academic policies pertaining to student life at Southern Arkansas University.

Campus Housing

Prospective students are encouraged to apply for housing as soon as possible by contacting the Office of University Housing at (870) 235-4047 or by using the online application. Residence hall space will be reserved for any student who is officially admitted to the University and who has the following credentials on file on a first come, first served basis:

1. Completed application for University residence halls along with a \$50 housing deposit, and
2. Completed admission application form.

An apartment will be reserved for any junior, senior, graduate student, single parents, or married student who is officially admitted to the University and who has the following credentials on file on a first come, first served bases:

1. Completed Application for University Village Apartments along with a \$200 deposit, and
2. Completed admission application form.

When the University receives the above credentials, students will be sent official acknowledgments of their reservations from the Office of University Housing. Hall assignments are made in the order received. Students will be notified of residence hall assignments prior to the semester in which they enroll. In no case will confirmed room reservations be held for students after the first day of classes unless special permission has been granted to the student by the Office of University Housing prior to this date.

A housing application or contract is for one of four specified periods:

1. The entire academic year (fall and spring semesters),
2. Spring semester only,
3. First summer session, or
4. Second summer session.

A housing application and/or contract may be canceled and the housing deposit refunded when written notification of desire to cancel is received by the Office of University Housing on or before August 1 for an entire academic year (fall and spring semesters) contract, January 1 for a spring semester only contract, May 1 for a first summer session contract, and June 1 for a second summer session contract. If a student who has submitted an application for housing does not enroll or does not cancel in writing before the above dates, the deposit will be retained by the University.

Each student room is furnished with two single beds, two desks, two chairs, two dressers, two closets, and a sink. Students are expected to bring towels, sheets for a single bed, blanket, pillow, pillowcases, and a telephone. Use of appliances for the preparation of food in residence hall rooms is not permitted, but kitchen facilities are available in some halls. A wireless Internet server is located in each hall providing Internet access to each room. A telephone connection and expanded cable-TV services are provided in each room. A telephone number is assigned to each room so that students can receive calls directly to their room. In order to make long-distance calls, students can use a personal calling card. Students are prevented from making certain types of direct dial calls, such as 10-10-xxx, 1-900, and international calls. Students are responsible for any telephone charges incurred on their behalf and billed to the University.

Housing Regulations

Students at SAU are under both University regulations and housing regulations. University regulations provide that all full-time enrolled single undergraduate students must live in one of the University residence halls or with their parents. However, single undergraduate students 21 years or older, undergraduates with 60 or more hours, or veterans with two years' active duty service may live in housing of their own selection. Married students and part-time students who are employed full time in the community may select housing that meets their particular needs without application or special arrangements. Attendance at the University is contingent upon compliance with these regulations. Any exception to these policies must be determined through a personal conference with the dean of students.

University Health Service

The University Health Service is open Monday through Friday from 7:30 a.m. to 5 p.m. Some of the services provided include emergency or first aid treatment, blood pressure checks, allergy injections, general health evaluation, and doctor's appointments. Most of the services are free to all students. If an emergency arises after clinic hours, students should notify the resident assistant on duty in their residence hall.

Student Support Services

Student Support Services is a federally funded program designed to assist qualified students in completing their post-secondary educational goals. The Student Support Services project provides assistance and support tailored to the individual needs of each participant. Academic counseling, improvement of study skills, tutoring, and improvement of basic skills are emphasized. Interested students should contact the Student Support Service staff at (870) 235-5113.

Tutoring Center

Free tutorial services are offered in the Tutoring Center. Students experiencing difficulty in course work are assisted by peer-tutors under the direction of the tutor coordinator. The center is open during the fall and spring semesters, and is open for evening hours.

Writing Center

The Writing Center offers assistance free of charge to writers in any discipline at any stage of the writing process. The center is staffed by trained student writing consultants who are supervised by an English faculty member. It is open Sunday through Friday during the fall and spring semesters, and is located downstairs in the Magale Library. For more information contact the SAU Writing Center at (870) 235-4381, or visit the Web site at www.saumag.edu/writingcenter.

Student Activities

Activities play an important role in the development of students at Southern Arkansas University. Participation in activities is recognized as vital training for a University student, and SAU has more than 70 student organizations that sponsor activities and functions. Eligibility for membership in organizations is based on interest and, in some cases, academic achievement and invitation. The organizations are classified under seven major headings: recognition and honor societies; special interest groups; departmental and professional organizations; religious organizations; student government; hall councils; and social fraternities and sororities. Additional information on these organizations, as well as information on how to get involved or how to start a new organization, is available in the Office of Student Activities, (870) 235-4925.

Counseling Services

The University provides free and confidential professional counseling to all students through the Office of Counseling and Testing. Appointments may be made Monday through Friday, either in person or by calling (870) 235-4145.

Personal Counseling

Counseling that focuses on personal and emotional concerns as they affect personal goals, academic progress, and relationships with others is available at the Office of Counseling and Testing.

Educational Counseling

Counseling is available which focuses on issues related primarily to academic difficulty. Organizational skills, time management, study skills, final examination preparation, and test anxiety reduction are among the topics which may be covered on either an individual or group basis.

Career Counseling

The SAU career planning program is designed to assist students in exploring career opportunities. The program includes individual counseling, résumé preparation, and interview techniques. The Office of Counseling and Testing maintains a career resource library containing career exploration materials and information on graduate school opportunities. Career planning is also facilitated through DISCOVER, a guidance and information system that helps students in values clarification, the gathering of occupational information, and the development of strategies for achieving appropriate occupational and professional goals.

Self-Esteem Building

The Office of Counseling and Testing teaches self-esteem building as a support unit within the GSTD 1002 Freshman Seminar course. Individual and group seminars are also conducted on this topic. Anyone interested in this program may contact the Office of Counseling and Testing.

Testing Services

The SAU Office of Counseling and Testing is a national testing center which administers tests for scholarships, credit by examination, graduate and professional schools, and teacher certification. The Testing Center also administers the following internet based tests: Miller Analogy (MAT), CLEP, DSST, and TOEFL. Students interested in obtaining information for the following tests are encouraged to come by the Office of Counseling and Testing: American College Test (ACT), College Level Examination Program (CLEP), Dental Admission Test (DAT), Graduate Management Admission Test

(GMAT), Graduate Record Examination (GRE), Law School Admission Test (LSAT), Medical College Admission Test (MCAT), Miller Analogy Test (MAT), PRAXIS I and II, Optometry Admission Test (OAT), Pharmacy College Admission Test (PCAT), Pre Professional Skills Test (PPST), or Test of English as a Foreign Language (TOEFL).

ADAPT

ADAPT (the SAU Alcohol and Drug Abuse Prevention Team) operates a program promoting the prevention of alcohol and other drug abuse. This program provides many activities and awareness programs to facilitate its purpose. The program can be reached by calling (870) 235-4388 or by stopping by the Office of ADAPT.

Office of Multicultural Student Services

Southern Arkansas University is committed to providing opportunities for students from all backgrounds by developing and utilizing the talents of an increasingly diverse population. The University's mission is to prepare students to live and work in a new environment and, in so doing, strengthen both the fabric of our society and our connections with each other. Activities of the Office of Multicultural Student Services include coordinating campus-wide efforts to increase the retention and graduation rates of minority students by stressing the importance of adequate academic preparation for college; providing a nurturing environment on the campus; informing about financial aid opportunities; offering personal support and advocacy programs and services; providing and promoting multicultural programs focusing on awareness and appreciation of the history of minority groups; and providing advice, counseling, and encouragement for individuals and groups. The office also assists faculty, staff, and students with securing multicultural programs and resources and with academic and support strategies that will help minority students to adjust.

Project Pal

Project Pal is a campus mentor program consisting of student mentors who serve as friends, advisors, coaches, and role models to African-American beginning freshmen and transfer students. For more information contact the Office of Multicultural Services or call (870) 235-4046.

Office of Disability Support Services

It is the policy of SAU to accommodate students with disabilities, including, but not limited to, physical, sensory, learning, psychiatric and medical disabilities, pursuant to federal and state laws. Academic adjustments and auxiliary aids are provided to students with disabilities. If assistance is needed because of a disability, contact the Office of Disability Support Services, at (870) 235-4145. Early contact with the office will provide for a smoother transition in obtaining services.

ADA (Americans with Disabilities Act) Grievance Procedure

Southern Arkansas University has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits for, or be subjected to discrimination" in programs or activities sponsored by a public entity.

Complaints should be addressed to:

ADA Compliance Coordinator
Office of Counseling and Testing
P. O. Box 9371
Magnolia, AR 71754-9371
(870) 235-4145

1. A complaint should be filed in writing, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
2. A complaint should be filed within five days after the complainant becomes aware of the alleged violation.
3. A preliminary investigation of the complaint to determine if evidence exists that warrants further inquiry shall be made by the ADA compliance coordinator who shall then refer the complaint to the appropriate vice president for further investigation. This process provides for informal but thorough investigations affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
4. A written determination of the validity of the complaint and a description of the resolution, if any, shall be issued by the ADA coordinator and a copy forwarded to the complainant no later than 15 days after its filing.
5. Files and records related to the complaints filed shall be maintained by the ADA coordinator.
6. A reconsideration of the case may be requested by the complainant in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within 10 days to the Faculty-Staff Appeals and Human Rights Committee who will report its findings to the president. The decision of the president will be the final University action on all grievances.

This entire process shall be constituted to protect the substantive rights of interested persons to meet appropriate due process standards and to assure that Southern Arkansas University complies with the ADA in implementing regulations.

Employment Resource Center

SAU students and alumni are assisted in their job searches by the Employment Resource Center. Graduating seniors are encouraged to establish a file of employment credentials and obtain recommendations from faculty members. These credentials are kept on file in the Employment Resource Center for use in securing employment upon graduation and for the next 10 years. The Employment Resource Center is located in Donald W. Reynolds Center, room 217, and may be reached by calling (870) 235-4097.

Students visiting the Employment Resource Center receive assistance with the preparation of résumés and employment application cover letters. Sources of information for company research are available in the resource library. Job interviews are scheduled for seniors, and notices of job opportunities are posted on campus bulletin boards and on the Employment Resource Center's Web site. During the spring semester, the Employment Resource Center sponsors a health professions career day with health-related organizations; a general career day with businesses, industries, government agencies, and graduate schools; and a teacher fair with area school districts.

Student Responsibilities

The University recognizes its responsibility to its students to provide an environment which encourages leadership, instills the ideals of responsibility, and develops those traits of character that are the generally accepted standards of successful living.

Consequently, SAU expects students to conduct themselves as responsible members of the University community. Students are obligated to assume responsibility for their actions, to respect the rights of others, to conform to the ordinary rules of good conduct, to protect private and public property, and to make effective use of their time in securing the values and benefits of a University education.

Rules and procedures governing student conduct for SAU students are specified in greater detail in the Student Handbook. The handbook is distributed by the Office of Student Life.

Each student is expected to be familiar with all campus regulations and procedures which are published in the General Catalog, Student Handbook, *The Bray*, Hallways Handbook, and other official University publications, or which may be announced by other means.

SAU Alumni Association

All students who have attended Southern Arkansas University are eligible to be members of the Alumni Association. The Alumni Office plans various yearly events to which former students and friends are invited. Such events include Homecoming in the fall, reunions, presentation of the gold honor tassels, receptions for graduating seniors, presentation of the Young Alumni and Distinguished Alumni Awards, and meetings of alumni in surrounding areas. The alumni publication, *THE STATER*, is mailed to all former students who join the Alumni Association and who keep their addresses current in alumni files.

Master's Degree Programs

College of Education

Master of Science in Counseling

Meets Arkansas licensure requirements for Licensed Professional Counselors (LPC).

Master of Education in School Counseling

- * P-8/7-12 (non-degree licensure program is available for students holding a master's degree)
College Student Affairs

Master of Education in Elementary or Secondary Education

Focus areas:

- Curriculum and Instruction (offered as an online degree)
- *Special Education: Early Childhood Instructional Specialist P-4
- *Special Education: Instructional Specialist 4-12
- *Gifted and Talented P-8/7-12
- *Math/Science P-8/7-12 (Secondary Math option leads to 7-12 licensure)

Master of Education in Educational Administration and Supervision

- * Building Administrator P-8/7-12 (non-degree licensure program is available for students holding a master's degree)

Master of Science in Kinesiology

Advanced study in physical education, recreation, and exercise and sport sciences.

Master of Education in Library Media and Information Specialist

- * P-8/7-12/P-12 (non-degree licensure program is available for students holding a master's degree)

Master of Arts in Teaching

Meets Arkansas licensure requirements for secondary education.

- * Leads to licensure by the Arkansas Department of Education.

College of Science and Technology

Master of Science in Computer and Information Science

Advanced study in computer hardware and software, systems design, communications, and project/team management skills.

Master of Science in Agriculture

Advanced study in production agriculture, careers in agriculture and related agencies, business and industries, and/or agriculture education and extension.

College of Liberal and Performing Arts

Executive Master of Public Administration

Advanced study in organizational leadership, ethical and legal issues, budgeting, grant writing/program evaluation, and rural politics.

Licensure Programs

A student's plan of study is designed to meet licensure requirements according to Arkansas Law. Southern Arkansas University is not responsible for courses required for licensure if the state changes requirements after the student's program is approved. Earning a master's degree from Southern Arkansas University does not mean that the degree recipient will receive a license. The Arkansas Department of Education or other licensing agency determines who will receive a license. See page 11 for specific admission requirements to licensure programs.

Note: For a candidate holding a graduate degree, Southern Arkansas University will review the candidate's credentials on an individual basis and develop a program of study based on licensure requirements.

College of Education

Educational Administration and Supervision

District Administrator (non-degree licensure program for students holding a Building Administrator license)

Grades 5 and 6 Additional Licensure Plan Course of Study

In order to add grades 5 and 6 to either an early childhood (P-4) or secondary (7-12) teaching license candidates must complete nine hours of coursework (i.e., MSED 5031 Middle School Concept, MSED 5033 Middle School Student, and S ED 5053 Middle School Methods and Curriculum). Please note that there are additional testing requirements to receive this additional licensure. Candidates currently teaching out of field or area must file an ALP through their school district and coordinate the ALP through the College of Education office of Admissions, Field Experiences and Licensure. Grades 5 and 6 ALP courses are available only online. They are designed to be open-entry/open-exit and can be started and completed at any time.

Programs of Study: Curricula

Master of Education in Elementary or Secondary Education

Specific Degree Requirements

The Master of Education in Elementary or Secondary Education is a 36 credit-hour program. All candidates for the master's degree with an emphasis in education are required to complete 12-18 semester hours of core courses and 18-24 hours from an area of specialization (Curriculum and Instruction, Special Education: Early Childhood Instructional Specialist P-4, Special Education: Instructional Specialist 4-12, Gifted/Talented P-8/7-12, or Math 7-12).

Special Education: Early Childhood Instructional Specialist P-4

Required:

EDUC	6003	Educational Research
EDUC	6403	School Law

EDUC	6043	Current Issues & Trends
EDUC	6083	Applications of Learning Theories

Special Education Core Courses (12 Credit Hours)

SPED	5123	Nature/Needs of Students with Mild Disabilities
SPED	5273	Classroom and Group Management
SPED	5663	Educational Diagnosis and Assessment
SPED	6003	Collaboration/Consultation for Inclusion

Special Education P-4 Grades Option (12 Credit Hours)

SPED	6063	Language Development (P-4 Mild Disabilities)
SPED	5153	Instructional Planning (P-4 Mild Disabilities)
SPED	5133	Methods/Materials (P-4 Mild Disabilities)
SPED	6783	Directed Internship (P-4 Mild Disabilities)

Special Education: Instructional Specialist 4-12

Required:

EDUC	6003	Educational Research
EDUC	6403	School Law
EDUC	6043	Current Issues & Trends
EDUC	6083	Applications of Learning Theories

Special Education Core Courses (12 Credit Hours)

SPED	5123	Nature/Needs of Students with Mild Disabilities
SPED	5273	Classroom and Group Management
SPED	5663	Educational Diagnosis and Assessment
SPED	6003	Collaboration/Consultation for Inclusion

Special Education 4-12 Grades Option (12 Credit Hours)

SPED	6073	Language Development (4-12 Mild Disabilities)
SPED	5163	Instructional Planning (4-12 Mild Disabilities)
SPED	5143	Methods/Materials (4-12 Mild Disabilities)
SPED	6883	Directed Internship (4-12 Mild Disabilities)

Gifted/Talented P-8/7-12

Required:

EDUC	6003	Educational Research
EDUC	6403	School Law
EDUC	6833	Mind Tools
EDUC	6083	Applications of Learning Theories

Choose six hours:

EDUC	6033	History and Philosophy of Education
EDUC	6043	Current Issues and Trends
SPED	6003	Collaboration/Consultation for Inclusion
	OR	
SPED	6916	Thesis

Focus Area: Gifted/Talented (18 hours required for endorsement)

*SPED	5023	Nature, Needs and Assessment of the Gifted and Talented
*SPED	5033	Curriculum and Methods of Teaching Gifted and Talented
*SPED	6153	Counseling and Development of the Gifted and Talented

SPED	6143	Seminar in Creative Thinking
*SPED	6203	Practicum for Gifted and Talented P-8
	OR	
	6223	Practicum for Gifted and Talented 7-12

Elective(s) 3-6 hrs. from: SPED 6023 Project G/T; SPED 6043 Exp. Learning; EDUC 5043 Measurement; and/or content-specific course

*Required for Arkansas Licensure, total 15 hours (one practicum)

Curriculum and Instruction

Statement of Purpose

The Master of Education in Elementary or Secondary Education with Curriculum and Instruction focus is designed to promote individual change within the professional practice of the educators enrolled in the program. The underpinning philosophical orientation is to extend the candidate's prior knowledge and experiences, including an understanding of research, research methods, learning, and practices that support learning. The program is delivered entirely via the Internet and designed around a cohort concept. The cohort concept allows for students and faculty collaboration and continuity of design. This process is intended to provide cohesiveness to the students' studies that establishes a core of learning relationships throughout the program. Students will be able to demonstrate competencies outlined by the National Board of Professional Teaching Standards as well as the competencies that have been established for the graduate programs at Southern Arkansas University. The online format enables working teachers and other educators to complete their master's degree on their own schedule. The flexibility of combining both synchronous and asynchronous instruction in the online environment allows more educators greater access to graduate education.

Curriculum and Instruction specific degree requirements:

EDUC	6003	Educational Research
EDUC	6153	Balanced Literacy
EDUC	6033	History and Philosophy of Education
EDUC	5203	Strategies for Content Area Reading
EDUC	6833	Mind Tools
EDUC	6403	Current Issues and Trends
EDUC	6043	School Law
EDUC	5043	Educational Measurement
EDUC	5273	Classroom and Group Management

Choose One:

E ED	6013	Elementary School Curriculum
S ED	6213	Secondary School Curriculum

Choose One:

E ED	6043	Seminar in Elementary Education
S ED	6253	Seminar in Secondary Education

3 credit-hour elective approved by advisor (may be compressed video, transfer, online, or face-to-face credit)

Math/Science P-8

Required:

EDUC	6003	Educational Research
EDUC	6403	School Law
EDUC	6833	Mind Tools

EDUC	6083	Applications of Learning Theories
<i>Choose Six Hours:</i>		
EDUC	6033	History and Philosophy of Education
EDUC	6043	Current Issues and Trends
SPED	6003	Collaboration/Consultation for Inclusion
OR		
E ED	6916	Thesis

Focus Area: Math

MATH	5053	Higher Order Thinking in Mathematics
MATH	5603	Workshop in Mathematical Education
MATH	6033	Mathematical Thinking for Teachers K-8
MATH	6583	Elementary Mathematics Concepts I
MATH	6593	Elementary Mathematics Concepts II

Choose Three Hours:

SCED	5053	Higher Order Thinking in Science
SCED	6173	Workshop in Science Education: Integrated Math & Science
PHYS	5003	Astronomy for Teachers

Math/Science 7-12

Math Focus: leads to 7-12 licensure

Required:

EDUC	6003	Educational Research
EDUC	6403	School Law
EDUC	6833	Mind Tools
EDUC	6083	Applications of Learning Theories

Choose Six Hours:

EDUC	6033	History and Philosophy of Education
EDUC	6043	Current Issues and Trends
SPED	6003	Collaboration/Consultation for Inclusion
OR		
S ED	6916	Thesis

Focus Area: Math

See Advisor for degree requirements

Math/Science 7-12

Biological Science Focus

Required:

EDUC	6003	Educational Research
EDUC	6403	School Law
EDUC	6833	Mind Tools
EDUC	6083	Applications of Learning Theories

Choose Six Hours:

EDUC	6033	History and Philosophy of Education
EDUC	6043	Current Issues and Trends

SPED	6003	Collaboration/Consultation for Inclusion
	OR	
S ED	6916	Thesis

Focus Area: Biological Science

BIOL	5141	Field Biology Laboratory
BIOL	5143	Field Biology
BIOL	5151	General Taxonomy Laboratory
BIOL	5153	General Taxonomy
BIOL	6111	Biological Science for Teachers Laboratory
BIOL	6113	Biological Science for Teachers
BIOL	6173	Biology Workshop
BIOL	6311	The Biology Teaching Laboratory
BIOL	6313	Biology for Teachers
GEOL	5053	Earth Science for Teachers

And Choose Three Hours:

MATH	5053	Higher Order Thinking in Math
MATH	5063	Workshop in Mathematics Education
MATH	5003	College Geometry
MATH	5073	Intro. Probability and Statistics

Math/Science 7-12

Physical Science Focus

Required:

EDUC	6003	Educational Research
EDUC	6403	School Law
EDUC	6833	Mind Tools
EDUC	6083	Applications of Learning Theories

Choose Six Hours:

EDUC	6033	History and Philosophy of Education
EDUC	6043	Current Issues and Trends
SPED	6003	Collaboration/Consultation for Inclusion

	OR	
S ED	6916	Thesis

Focus Area: Physical Science

PHYS	5003	Astronomy for Teachers
PHYS	6403	Physical Science for Teachers
PHYS	6514	Physics for Teachers
GEOL	5053	Earth Science for Teachers
CHEM	6304	Chemistry for Teachers
SCED	6161	Project in Science Education
SCED	6171	Workshop in Science Education

And Choose Three Hours:

MATH	5053	Higher Order Thinking in Math
MATH	5063	Workshop in Mathematics Education
MATH	5003	College Geometry
MATH	5073	Intro. Probability and Statistics

Fifth Year Graduate Studies Track

**Math and Science Focus
B.S.E. in Middle School Education (Plus)**

18 hours of graduate hours needed for initial teaching certification includes the following requirements:

Internship I and II may substitute for thesis option on M.Ed. in Secondary Education
EDUC 6703 Internship I (Student Teaching)
EDUC 6713 Internship II (Student Teaching)

The following 12 hours may substitute for the required core in M.Ed. in Secondary Education (EDCU 6003, EDUC 6403, EDUC 6833 and PSYC 5073)

MSED	5013	The Middle School Concept
SPED	5073	Survey of Exceptional Children
EDUC	5203	Reading Strategies for Secondary Education
EDUC	5043	Educational Measurement

**Language Arts and Social Studies Focus
B.S.E. in Middle School Education (Plus)**

18 hours of graduate hours needed for initial teaching certification includes the following requirements:

Internship I and II may substitute for thesis option on M.Ed. in Secondary Education
EDUC 6703 Internship I (Student Teaching)
EDUC 6713 Internship II (Student Teaching)

The following 12 hours may substitute for the required core in M.Ed. in Secondary Education (EDCU 6003, EDUC 6403, EDUC 6833 and PSYC 5073)

MSED	5013	The Middle School Concept
SPED	5073	Survey of Exceptional Children
EDUC	5203	Reading Strategies for Secondary Education
EDUC	5043	Educational Measurement

Educational Administration and Supervision

The mission of programs in Educational Administration and Supervision is to prepare candidates for leadership positions at the local school district, regional, state and national levels. The program has received the highest accreditation rating by the National Council for Accreditation of Teacher Education (NCATE) and leads to licensure for principals, central office administrators and superintendents.

The program offers a master's degree program in Educational Administration and Supervision leading to licensure as a principal. Licensure programs are also offered for students holding a master's degree who seek licensure as a principal or superintendent. The curriculum places a strong emphasis of field practicum experiences and internships. Two years of experience as a PK-12 teacher or at least the instructor level at a college or university is required.

Licensure Program Admissions

Applicants who currently hold a graduate degree and seek licensure as principal or superintendent must meet the same admission requirements as applicants for a master's degree.

Degree Requirements

The Master of Education degree in Educational Administration and Supervision is a thirty-nine (39) credit hour program that meets the state requirements for licensure as a building-level administrator. Candidates must complete courses in the professional core, educational administration and supervision and in an emphasis area. The program consists of the following courses:

Professional Education Core Courses (6 Credit Hours)

EDUC 6003	Educational Research
EDUC 6063	Application of Technology in Education

Educational Administration and Supervision Courses (27 Credit Hours)

EDUC 6403	School Law
EDAS 6193	School Organization and Administration
EDAS 6013	School Community Relations
EDAS 6023	Instructional Development and Supervision
EDAS 6033	Organizational Development and Evaluation
EDAS 6043	Administration of Administrative Services
EDAS 6053	Administration of Special Services
EDAS 6063	Administrative Internship
EDAS 6093	The Principalship
EDAS 6200	Educational Leadership Portfolio

Emphasis Area - Elementary (6 Credit Hours)

EED 6013	Elementary Curriculum (required)
EED 6043	Seminar in Elementary Education
OR	
COUN 6763	Development and Administration of School Counseling Programs

Emphasis Area - Secondary (6 Credit Hours)

SED 6213	Secondary Curriculum (required)
SED 6253	Seminar in Secondary Education
OR	
COUN 6763	Development and Administration of School Counseling Programs

Principal Licensure Program (Non-Degree)

The plan of study for candidates who seek licensure at the building level who already hold a master's degree in an appropriate area and meet the requirements for admission to the program in Education Administration and Supervision are as follows:

Educational Administration and Supervision Courses (24 Credit Hours)

EDUC 6403	School Law
EDAS 6193	School Organization and Administration
EDAS 6023	Instructional Development and Supervision
EDAS 6033	Organizational Development and Evaluation
EDAS 6043	Administration of Administrative Services
EDAS 6053	Administration of Special Services
EDAS 6063	Administrative Internship
EDAS 6093	The Principalship
EDAS 6201	Educational Leadership Portfolio

The advisor will determine if additional courses are required to complete the requirements for licensure.

Superintendent Licensure Program (Non-Degree)

The degree program leading to licensure as a superintendent of schools is a twenty-four (24) credit hour program. Applicants to the program must hold a master's degree, licensure as a principal and meet the requirements for admission to the program in Educational Administration and Supervision. The program consists of the following courses:

EDAS 6113	School Finance
EDAS 6123	The Superintendency
EDAS 6133	Governance Groups
EDAS 6143	Management of Human Resources
EDAS 6153	Practicum in Educational Facilities
EDAS 6163	Superintendency Internship
EDAS 6173	Administration and Assessment of Curricular Programs
EDAS 6183	Educational Leadership Seminar
EDAS 6211	Superintendent Portfolio

Internship Requirement

Master's degree and licensure candidates must complete a minimum number of courses and practicum hours in the approved plan of study and submit a pre-internship portfolio prior to enrolling in an internship. Specific coursework and practicum requirements are outlined in the Educational Leadership program manual.

Candidates must apply for and receive approval to enroll in an administrative or superintendent's internship. Students must complete an internship application and submit it to their advisor by the following deadlines for each semester:

Fall Enrollment: Receive by last day in April;
Spring Semester: Receive by first day in October.

Candidates may not enroll in an administrative or superintendent internship until the pre-internship portfolio and all application requirements are completed.

Portfolio Requirement

Master's degree and licensure candidates must prepare and satisfactorily defend a program portfolio based on the appropriate national and state licensure standards for a principal or superintendent. Candidates must satisfactorily complete the portfolio requirement prior to graduation and/or application for licensure.

Candidates must submit the written program portfolio to members of a faculty review committee no later than four weeks before the oral defense. The faculty committee will consist of two members of the faculty and one external evaluator.

Candidates must receive a satisfactory rating from the committee on the written portfolio, prior to arranging for the oral defense.

After receiving a satisfactory rating on the written portfolio, the candidate must contact the advisor to schedule the oral defense. Students must receive a satisfactory rating by the committee on both the written and oral defense of the portfolio. A student who fails the program portfolio requirement must re-submit the portfolio. Students who fail the portfolio requirement on the third attempt will be dismissed from the graduate program and no degree or program completion certificate will be awarded. Additionally, the University will not recommend the student for licensure. There is no appeal if a student fails the portfolio requirement on the third attempt.

Master of Education in School Counseling P-8/7-12/13+

Statement of Purpose

The school counseling program prepares knowledgeable, self-aware professional school counselors and fulfills the licensure requirements for school counseling (P- 8 and 7-12) in Arkansas and in most other states. With an appropriate balance of theoretical emphasis and practical application, graduates are trained to address the developmental needs of children and adolescents and to implement Comprehensive Developmental Guidance Programs that are consistent with the American School Counselor Association's National Model and National Standards.

Specific Degree Requirements

All candidates for the master's degree with specialization in school counseling and development will be required to complete 48 semester hours selected from the courses listed below.

School Counseling and Development Curriculum

Professional Education Core Courses (9 credit hours)

EDUC	6003	Educational Research
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Plus three semester hours selected from the following:

EDUC	6403	School Law
S ED	6213	Secondary School Curriculum
E ED	6013	Elementary School Curriculum

Plus three semester hours selected from the following:

EDUC	6063	Applications of Technology in Education
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EDUC	6833	Mindtools for Teaching and Learning
EDUC	6843	Internet for Educators
EDUC	6853	Multimedia for Educators

Counseling and Development Core Courses (33 credit hours)

*COUN	6403	Introduction to the Counseling Profession
*COUN	6413	Ethical, Legal and Professional Issues in Counseling
*COUN	6423	Counseling Theories
*COUN	6433	Basic Counseling Skills
*COUN	6443	Group Counseling
*COUN	6453	Human Development for Helping Professionals
*COUN	6463	Career Counseling: Theory and Practice
*COUN	6473	Counseling in a Diverse Society
*COUN	6483	Assessment Procedures for Counselors
*COUN	6583	Counseling Children and Adolescents
*COUN	6763	Development and Administration of School Counseling Programs

Supervised Experience (choose 6 credit hours)

*COUN	6653	Internship I in Elementary School Counseling
*COUN	6673	Internship II in Elementary School Counseling
*COUN	6803	Internship I in Secondary School Counseling
*COUN	6823	Internship II in Secondary School Counseling

*Courses required for additional licensure in School Counseling

College Student Affairs Curriculum

Statement of Purpose

The purpose of the M.Ed. in College Student Affairs is to prepare individuals for professional administrative positions in student services departments at two- and four-year colleges and universities. Included is the administration of residence halls and student housing, admissions and student orientation, financial aid, college unions, student activities, recreational sports, individual and group advising, career services, general student services, and other student and academic support programs. The curricular focus emphasizes student development theory and practice, the development of leadership management and organizational development skills, and practical aspects of practice (internship).

Research

EDUC	6003	Educational Research
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Core Courses (27 credit hours)

COUN	6403	Introduction to the Counseling Profession
COUN	6413	Ethical, Legal and Professional Issues in Counseling
COUN	6423	Counseling Theories
COUN	6433	Basic Counseling Skills
COUN	6443	Group Counseling
COUN	6453	Human Development for Helping Professionals
COUN	6463	Career Counseling: Theory and Practice
COUN	6473	Counseling in a Diverse Society
COUN	6483	Assessment Procedures for Counselors

Student Development in Higher Education (12 credit hours)

COUN	6843	Introduction to Student Affairs in Higher Education
COUN	6853	Student Affairs Theory and Practice
COUN	6863	The American College Student (Student Experience)
COUN	6873	Organization and Administration of Student Affairs Services

Field Experience (6 credit hours):

COUN	6883	Internship I in Student Affairs in Higher Education
COUN	6893	Internship II in Student Affairs in Higher Education

Master of Science in Counseling**Statement of Purpose**

The purpose of the program in counseling is to provide (a) graduate-level training for individuals seeking employment by community mental health centers, the Arkansas State Department of Human Services, and other community agencies; (b) electives and enrichment for other master's degree programs; and (c) courses of interest to lay persons holding a baccalaureate degree.

The master's degree in counseling is designed to provide students with training in both clinical and developmental counseling. It also meets Arkansas licensure requirements for Licensed Professional Counselors. Candidates for this degree will be required to develop skills necessary to provide personal and group counseling for clients in mental health, community agencies, private practice, and business and industry settings.

Specific Degree Requirements

Each candidate for the master's degree in counseling will be required to complete the 60 semester hours listed below. The Board of Examiners in Counseling accepts only grades of A or B in these courses.

Counseling Curriculum**Professional Education Core Courses (3 credit hours)**

EDUC	6003	Educational Research
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Counseling Core Courses (57 credit hours)

COUN	6403	Introduction to the Counseling Profession
COUN	6413	Ethical, Legal and Professional Issues in Counseling
COUN	6423	Counseling Theories
COUN	6433	Basic Counseling Skills
COUN	6443	Group Counseling
COUN	6453	Human Development for Helping Professionals
COUN	6463	Career Counseling: Theory and Practice
COUN	6473	Counseling in a Diverse Society
COUN	6483	Assessment Procedures for Counselors
COUN	6493	Practicum in Clinical and Developmental Counseling

COUN	6503	Case Management & DSM-IV Diagnosis
COUN	6513	Internship in Clinical and Developmental Counseling I
COUN	6523	Internship in Clinical and Developmental Counseling II
COUN	6533	Advanced Counseling Skills and Techniques
COUN	6543	Substance Abuse Counseling: Theory and Practice
COUN	6553	Marriage and Family Counseling: Theory and Practice
COUN	6563	Human Sexuality: Concepts, Theory and Practice
COUN	6573	Psychopharmacology and the Counseling Profession
COUN	6583	Counseling Children and Adolescents

Master of Science in Kinesiology

The Master of Science (M.S.) in Kinesiology degree program is committed to advancing the education of students. Opportunities to develop broad philosophical, educational, and scientific foundations will lead to enhancement of their professional careers and quality of life.

Through this non-licensure program successful students will possess the knowledge and skills necessary to be competitive in a variety of fields including, education, athletic training, recreation and exercise science.

Students have the opportunity to mold their course work to best meet the needs of their professional development. This quality graduate program will provide the needed experiences and a degree level to be successful in many areas including collegiate and professional sports teams and management level community and corporate fitness. This non-licensure program will also provide the added curriculum base to help graduates pass certification tests such as ACSM (Exercise Specialist and Health/Fitness Instructor) and NATA-BOC. Current educators can use the EDUC options to further their knowledge and provide for professional development and advancement.

Admission Requirements

Applicants to Master of Science in Kinesiology program must meet the general requirements for admission to the Graduate School and maintain a 3.0 cumulative grade point average throughout their graduate course work. Any student who is accepted into the M.S. in Kinesiology program who does not hold an undergraduate degree in HKR or a related field, will be required to complete the following program of study:

Undergraduate requirements: (9 credit hours)

HS 2043 Human Anatomy & Physiology
 HKR 3703 Methods & Materials in Kine. Elem. Schools

OR

HKR 3723 Methods & Materials in Kine. Sec. Schools
 Three hours assigned by graduate advisor based on student needs

The following graduate level courses must be taken as part of the kinesiology core to provide the student with the needed background:

KINE 6013 Adapted Kinesiology
 KINE 6243 Advanced Exercise Physiology
 KINE 6323 Organization & Administration – Kinesiology
 KINE 6343 Principles in Kinesiology

KINE 6923 Statistical Methods in Kinesiology

The remainder of the 33 hours required for the M.S. degree in Kinesiology is determined by the student and the graduate advisor to meet the student's career plans during the first 12 hours of course work.

Comprehensive Exams for Kinesiology Candidates

Written comprehensive examinations will be administered to all graduate students who are pursuing a master's degree in kinesiology via the non-thesis option. These exams are meant to be a comprehensive review of the courses in the kinesiology degree program. The student's committee will be responsible for collecting and submitting questions that will be evaluated by the professors of record.

The comprehensive examination for candidates of December or May graduation will be given no later than week twelve of the semester in which the candidate plans to graduate or the third week of the second semester session for students seeking August graduation. Students eligible to take comprehensive exams should process application materials with the program advisor.

Students will be notified within two weeks regarding written comprehensive examination results. The student must pass all scenarios as graded by the individual professors of record. If the student misses more than one scenario they can be scheduled to retake the entire examination at the next scheduled comprehensive exam date. Before retaking the examination, they will be expected to meet with their advisory committee to determine the course of remediation needed. Remediation could include further coursework or directed study. A second unsuccessful attempt will result in another meeting and further remediation. If a third attempt is unsuccessful, the student will be dismissed from the graduate program with no degree awarded.

Grading of the comprehensive examination will be:

- Each professor of record will be expected to grade any responses to their course questions.
- Each graduate committee person will grade all the responses.
- The committee chair will tabulate the grades and return the report to the graduate office for student notification.

Thesis Requirements for Kinesiology Candidates

All SAU candidates pursuing the master's of science degree beyond a B.S. in exercise science or kinesiology will be encouraged to complete a program of study via the thesis Option. Candidates in the thesis option program must submit an approved thesis to the dean of the School of Graduate Studies as partial fulfillment of the requirements for the degree. Thesis guidelines are available from the program advisor.

The choice of a thesis program must be determined and declared when the program plan is developed. The student's graduate degree committee must be selected at that time and the names filed with the degree plan.

Approval of the topic and proposed methodology must be obtained from the student's thesis committee prior to the semester in which the student expects to enroll for the thesis.

The thesis is to be prepared under the guidance of the student's thesis advisor and must demonstrate sound methodology and scholarship. If a student elects to write a thesis, the committee will direct the thesis activity and will ultimately give the final pass or fail grade for the project. The degree advisor normally serves as the thesis advisor, but an

alternate thesis advisor who is willing to accept that responsibility may be selected from the degree committee.

Credit will be given for writing the thesis and for research completed and incorporated into the thesis. No more than six credit hours may be earned for the thesis. A student may register for either three (3) or six (6) hours per semester. Thesis enrollment under the University's supervision must be continuous from the initial enrollment. The thesis must be completed within a maximum of two calendar years from initial thesis enrollment. An *I* grade will be awarded each semester or term until completion. An *I* grade received for this credit will not become an *F* grade unless there is no continuous enrollment or the thesis has not been completed within the two years allotted. The final grade on thesis work will be either *CR* (Credit) or *NC* (Non-Credit) and will not be figured into the grade point average.

The thesis defense must be completed a minimum of five weeks prior to graduation. At that time, the committee may request changes to the thesis. The student has two weeks to make the requisite changes and obtain approval from committee members regarding the final copy of the thesis. (Committee members are to sign the Preliminary Approval of Thesis form once they are satisfied with the final draft.) Submission of the final copy of the thesis must be submitted to the dean of the School of Graduate Studies and to the dean of the college, a minimum of three weeks before graduation. Upon receiving the signatures of approval for the final manuscript, the student may proceed with printing the final four required copies. (Note: The student must be certain the committee will be present if work is to be completed in the summer when faculty may not normally be available.)

The thesis must be prepared according to an approved publications style manual. A copy of the Preliminary Approval of Thesis form must accompany each copy. When the final version of the thesis has been approved by each committee member, the candidate must submit the original and three copies of the thesis, along with the properly signed Approval of Completed Thesis form, to the School of Graduate Studies and a receipt from the Business Office covering binding costs of all copies.

Specific Degree Requirements

Professional/Education Core (12 credit hours)

KINE 6933 Methods of Research in Kinesiology

OR

EDUC 6003 Educational Research

KINE 6513 Principles of Kinesiology

OR

EDUC 6033 History and Philosophy of Educ.

KINE 6943 Legal Issues in Kinesiology

OR

EDUC 6403 School Law

KINE 6523 Scientific Foundations of Kinesiology

Kinesiology Core Courses (21-24 hours)

KINE 6013 Adapted Kinesiology

KINE 6023 Drug Use in Education and Sports

KINE 6243 Advanced Exercise Physiology

KINE 6313 Contemporary Issues and Trends

KINE 6323 Org. & Adm. Of Kinesiology Programs

KINE 6331-3 Workshop in Kinesiology

KINE 6361-3 Workshop in Kinesiology

KINE	6381-3	Workshop in Kinesiology
KINE	6413	Health Ed in the Schools
KINE	6433	Advanced AT Techniques
KINE	6713	Curriculum Construction in Kinesiology
KINE	6723	Project in Kinesiology
KINE	6813	Psychology of Coaching
KINE	6823	Analysis of Sport Skills
KINE	6903	Research Problems in Kinesiology
KINE	6911-6	Thesis in Kinesiology
KINE	6923	Statistical Methods in Kinesiology

*Optional Approved Elective (3 credit hours if necessary)

Master of Education in Library Media and Information Specialist

Statement of Purpose

The graduate program in library media and information specialist is committed to providing students with skills and knowledge basic to the profession of school library media, meeting the requirements for library media certification/license in Arkansas and most other states.

Specific Degree Requirements

Each candidate for the master's degree in library media and information specialist must complete 36 semester hours including 12 semester hours of core education subjects plus an additional 24 hours of library specialization courses.

Library Media and Information Specialist Core Courses (24 credit hours)

LMIS	6013	Management and Evaluation of Media Programs
LMIS	6023	Information Access
LMIS	6033	Collection Management and Development
LMIS	6043	Integration of Library Resources into the Curriculum
LMIS	6053	Instructional Design and Production
LMIS	6083	Library Materials for Children and Young Adults
LMIS	6073	Leadership and Professionalism

Including three (3) credit hours selected from the following:

LMIS	6103	Practicum in P-8 Library Media
LMIS	6203	Practicum in P-12 Library Media
LMIS	6303	Practicum in 7-12 Library Media

Professional Education (12 credit hours) selected from the following:

EDUC	6033	History and Philosophy of Education
EDUC	6103	The Teaching of Reading
S ED	6013	Elementary School Curriculum
E ED	6213	Secondary School Curriculum
EDUC	6853	Multimedia for Educators
E ED	6043	Seminar in Elementary Education
S ED	6253	Seminar in Secondary Education
EDUC	6403	School Law
EDUC	6063	Applications of Technology in Education
EDUC	6833	Mindtools for Teaching and Learning
EDUC	6043	Current Issues and Trends in Education

Master of Arts in Teaching

Statement of Purpose

The Master of Arts in Teaching program at Southern Arkansas University is designed to enable career changes for those people who hold baccalaureate degree in subject areas commonly taught at the secondary level, grades 7-12. The two year program is comprised of 30 hours of graduate coursework, followed by a year of teaching as a fully-employed teacher of record in a public school. This program is student-centered, as well, with strengths including the strong leadership of a committed and dedicated director with 20 years of experience as a secondary classroom teacher and the convenience of a combination of online and face-to-face night classes. Additionally, students enjoy the full support of the program faculty during their first year of teaching along with that offered by a state-trained Pathwise Mentor at the school level.

Licensure areas:

Agriculture	Life/Earth Science
Art	Mathematics
Business Education	Music, Vocal and Instrumental
Drama/Speech	Physical/Earth Science
English	Physical Education
Family and Consumer Science	Social Studies (AR History Course Required)
English	Spanish
French	

Program Admission Requirements

1. Official transcripts of all undergraduate coursework submitted to the Office of Admissions, Field Experience, and Licensure (AFEL) before beginning the first semester of coursework. One should reflect that the student was awarded a degree in the desired field of teaching, either as a major or minor course of study.
2. Scores submitted on the Praxis I test that demonstrate a passing score in all three areas of the test as required for provisional licensure by the Nontraditional Licensure Office of Arkansas Department of Education or a Graduate Record Exam (GRE) score of 1000 (verbal plus quantitative) before beginning the first semester of coursework to the AFEL office.

The Master of Arts in Teaching degree includes an option to add licensure as an Instructional Specialist 4-12 (Special Education) without increasing the number of semester hours. Passing scores on the Praxis I and Praxis II tests in that area are also required if the student chooses the add-on licensure option.

Additional Requirements

During the first semester of the program students must 1) complete an application for a non-traditional provisional license from the Arkansas Department of Higher Education, available from the Admissions, Field Experience and Licensure Office and 2) complete a criminal background check.

By the middle of the second semester students must submit passing scores on the Praxis II content knowledge tests to the Admissions, Field Experience and Licensure Office in order to continue in the program.

Specific Degree Requirements

Each candidate for the Master of Arts in Teaching degree must complete 36 semester hours of coursework.

SPED	5273	Classroom and Group Management
SPED	5073	Survey of Exceptional Individuals
EDUC	6073	Fundamentals of Education
EDUC	5043	Educational Measurement
EDUC	6063	Applications of Technology in Education
EDUC	6263	Methods and Media in Secondary Education
EDUC	5203	Strategies for Content Area Reading
EDUC	6853	Multimedia for Educators
COUN	6833	Foundations of Adolescent Education: Learning and Motivation
SPED	5663	Educational Diagnosis and Assessment
EDUC	6703	Internship I (first year of teaching)
EDUC	6713	Internship II (first year of teaching)

College of Science and Technology

Master of Science in Computer and Information Science

Statement of Purpose

The Master of Science in Computer and Information Science is designed to reflect the ongoing changes in the computer science field. It will provide a solid foundation in computer hardware and software, systems design, communications, and project/team management skills, particularly in the networking environment. It will provide students the training and information for an enduring foundation needed for future professional growth. Specific career tracks anticipated for graduates include information system project management, system analyst and design or development specialist, data manager, and pre-Ph.D. and MD research assistant data managers.

Undergraduate Requirements

Students should have a bachelor's degree in computer science or a related field. Students with a bachelor's degree in other areas will be considered and may be required to take up to four undergraduate courses, determined by the advisor, from the following: CSCI 3063 High Level Language, CSCI 3103 Data Structures and Algorithms, CSCI 3703 Computer Architecture, and MATH 2033 Discrete Mathematics. No graduate credit is given for the completion of undergraduate courses.

Specific Degree Requirements

Each candidate for the Master of Science in Computer and Information Science degree must complete a minimum of 36 semester hours of coursework.

MCIS	5003	Survey of Information Tech with Applications
MCIS	5013	The UNIX Operating System
MCIS	5103	Advanced Programming Concepts
MCIS	5113	Web Technology
MCIS	5413	Web Programming
MCIS	5133	Data Base Management Systems
MCIS	5153	Design and Analysis of Web-based Information System

Choose four from the following:

MCIS	6153	Software Engineering
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MCIS	6123	Decision Support Systems
MCIS	6133	User Interface Implementation
MCIS	6143	Web Application and Web Services
MCIS	6163	Computer Networking
MCIS	6173	Networking Security
MCIS	6183	Special Topics

Choose one of the following:

MCIS	6113	Internship
MCIS	6114	Degree Project

Master of Science in Agriculture

This program is designed to further enhance the professional competencies of those individuals engaged in production agriculture, careers in agriculture and related agencies, businesses and industries, and/or agricultural education and extension.

The Master of Science in Agriculture program will consist of coursework and a thesis or non/thesis track option for a total of 33 hours. The curriculum includes a course in research methodology and a course in agricultural statistics. The Southern Arkansas University Farm, consisting of approximately 1200 acres, will be used as a laboratory to study animals and land as it is used in agriculture today. This degree is designed to provide comprehensive knowledge and competencies in several areas within the agriculture sector. The culminating activity for those completing this program is completion of a written and oral comprehensive exam and three hours for a professional project.

Existing undergraduate programs at SAU support the proposed program are as follows: Agribusiness (B.S.), Agricultural Education (B.S.), and Agricultural Science (B.S.).

AGRI	6003	Optimization Methods in Agriculture
AGRI	6013	Agriculture & Government Programs
AGRI	6023	Advanced Precision Agriculture
AGRI	6033	Agricultural Processing Systems
AGRI	6043	Research in Agriculture
AGRI	6053	Statistics in Agriculture
AGRI	6063	Advanced Leadership for Agri Professionals
AGRI	6073	Grant writing in Agriculture
AGRI	6083	Professional Project in Agri (non-thesis track)
AGRI	6093	Economics and Land Use Planning
AGRI	6103	Agricultural Biosecurity
AGRI	6213	Thesis

College of Liberal and Performing Arts

Executive Master of Public Administration

Statement of Purpose

The Executive Master of Public Administration (MPA) is designed to prepare individuals for positions of leadership in public service organizations. This program will provide a strong foundation in public policy, the organizational environment, the management of

public service organizations, and the application of quantitative and qualitative analysis to decision making.

Specific Degree Requirements

Each candidate for the master's degree in Public Administration will be required to complete 36 semester hours, including 27 semester hours of core public administration courses and nine semester hours of courses from a specific track. The Criminal Justice track requires 39 semester hours, including 27 hours of core public administration courses. A professional project is required for all tracks and must be related to the track itself.

Public Administration Core (12 credit hours required)

PA	6003	Public Administration & Public Policy
PA	6073	Research Methods
PA	6083	Organizational Leadership
PA	6023	Ethics

Public Administration Electives (15 credit hours required)

PA	6013	Statistics for Public Administrators (elective)
PA	6043	Legal Issues in Public Administration
PA	6033	Rural Politics
PA	6053	Public and Non-profit Budgeting
PA	6063	Policy Analysis & Program Evaluation
PA	6183	Special Topics I
PA	6193	Special Topics II

Local Government Track (9 credit hours)

PA	6093	Community Development
PA	6103	System Management
PA	6113	Professional Project

Non-Profit Track (9 credit hours)

PA	6123	Non-Profit Leadership/Marketing
PA	6133	Non-Profit Fundraising
PA	6113	Professional Project

Social Justice Track (9 credit hours)

PA	6153	Public Administration and Social Justice
PA	6163	Social Equity, Public Finance & Organizational Development
PA	6113	Professional Project

Criminal Justice Track (12 credit hours)

PA	6203	Critical Criminal Theory
PA	6213	Law and Society
PA	6113	Professional Project
AND		
PA	6223	Correctional Administration
OR		
PA	6233	Police and Society

Graduate Course Descriptions

Agriculture (AGRI)

AGRI 6003. Optimization Methods and Agriculture. This course focuses on linear programming of enterprises for maximizing returns, elements of depreciation schedules, and evaluation for income tax purposes. Emphasis is on various models and methods as applied in agricultural settings.

AGRI 6013. Agriculture and Government Programs. Principles of government programs and how they impact American agriculture. Emphasis is on types of government programs utilized for agriculture today and how these programs have evolved.

AGRI 6023. Advanced Precision Agriculture. This hands-on course provides students with the technological knowledge to use precision agriculture practices in production settings. Students are required to purchase the hand-held precision unit as they prepare their project in precision agriculture.

AGRI 6033. Agriculture Processing Systems. This course provides an in-depth analysis of processing systems in agriculture. Emphasis is on planning, development, type, and management of a processing system common to Arkansas agriculture.

AGRI 6043. Research in Agriculture. This course is designed to develop the competencies needed to interpret and analyze research data in agriculture. Topics will include the philosophy of the scientific method, formats for agriculture research data, interpretation of data, and application of information to specific situations.

AGRI 6053. Statistics for Agriculture. Applications of statistical methods for making meaningful interpretations of qualitative and quantitative data from experiments in agriculture. Instruction includes sampling and randomization, correlation and regression, analysis of variance and testing of hypothesis of means and variances, and design of experiments in agriculture.

AGRI 6063. Advanced Leadership for Agricultural Professionals. Concepts and practices in planning and presenting materials to agricultural groups. Includes an in-depth study and application of leadership skills, concepts of community development, dynamics of technological change.

AGRI 6073. Grant Writing in Agriculture. A course designed to develop the competencies and writing skills for successful grant writing in various agricultural situations. Students will actually write a grant that may be submitted in their specific area in agriculture.

AGRI 6083. Professional Development in Agriculture. Students will select an agriculture facility in Arkansas or another state and study the facility for one semester. They will interview professionals within the facility and spend at least 100 hours job shadowing employee(s). With guidance from a professor of agriculture from SAU, the student will prepare a written report and present his/her final report to the agriculture faculty and other professionals.

AGRI 6093. Economics and Land Use Planning. Principles and practices applied to effective land use. Emphasis is on working with natural resources such as soil and water conservation and how to plan and evaluate the effectiveness of land resources.

AGRI 6103. Agriculture Biosecurity. Policies and laws focusing on the protection of agricultural animals from any type of infectious agent - viral, bacterial, fungal, or

parasitic. Emphasis is on the many biosecurity procedures that can prevent these types of disease transmissions.

AGRI 6113. Tech Agri Settings. This course focuses on advanced use of computer technology of programs that emphasize electronic spreadsheets, magazine article writing, news announcements, newsletters, and Web page development. Agriculture settings will be highlighted for students to utilize with technology.

AGRI 6116. Thesis: Agriculture.

AGRI 6213. Thesis: Agriculture.

Biology (BIOL)

BIOL 5141. Field Biology Laboratory. To accompany BIOL 5143.

BIOL 5143. Field Biology. Prerequisite: Eight hours of biology. Emphasis will be directed toward field collection and identification of high floral and faunal groups of Arkansas with particular emphasis on local species. Laboratory analysis and preparation of collections will follow fieldwork.

BIOL 5151. General Taxonomy Laboratory. To accompany BIOL 5153.

BIOL 5153. General Taxonomy. Prerequisites: Six hours of biology and approval of the instructor. This is an introduction to the procedures, principles, and rules of current taxonomic practice utilizing Arkansas plants and animals. It will provide the necessary background to allow teachers to identify most major groups of organisms inhabiting Arkansas.

BIOL 6111. Biological Science for Teachers Laboratory. To accompany BIOL 6113.

BIOL 6113. Biological Science for Teachers. Prerequisite: Eight semester hours of biology. The study of fundamental concepts and practical classroom and laboratory practices in biological sciences. Lecture and lab.

BIOL 6173. Biology Workshop. Prerequisites: Teaching experience and consent of workshop instructor. A course designed for in-service teachers to improve instruction from preschool through grade twelve. Content will change as indicated by developments, problems, and individual needs in the areas of biology, chemistry, science education, geology, or physics. The prefix on 6171-3 will reflect the area of study chosen (BIOL, CHEM, GEOL, PHYS, or SCED).

BIOL 6311. The Biology Teaching Laboratory. To accompany BIOL 6313.

BIOL 6313. Biology for Teachers. Prerequisite: Eight hours of biology or the consent of the instructor. This course is a practical approach to techniques and selection of equipment for a biology teaching laboratory. This material is designed to guide the student through a series of investigations in specific biological topics. A balanced consideration of microorganisms, plants, and animals is employed.

Chemistry (CHEM)

CHEM 6173. Chemistry Workshop: Biochemical Research. Prerequisites: Teaching experience and consent of workshop instructor. A course designed for in-service teachers to improve instruction from middle school through grade twelve.

CHEM 6304. Chemistry for Teachers. A course in chemistry that demonstrates the fundamental processes of chemistry and provides practical classroom and laboratory exercises.

Counseling and Development (COUN)

COUN 5333. History and Principles of Vocational Education. A study of the evolution, development, and administration of vocational programs in the United States and abroad.

COUN 6263. Supervision: Process and Practice. Theoretical models of supervision are utilized to develop supervisor roles. This course helps counseling professionals who have responsibility for directing personal and professional development of counselors, promoting counselor competency, and developing and implementing counseling service and programs develop a supervision agenda.

COUN 6403. Introduction to the Counseling Profession. An introductory course about principles and practices of counseling.

COUN 6413. Ethical, Legal and Professional Issues in Counseling. A survey of contemporary ethical, legal and professional issues inherent to the counseling profession.

COUN 6423. Counseling Theories. A study of the theory and practice of counseling from various theoretical perspectives.

COUN 6433. Basic Counseling Skills. This is an introductory course to counseling skills. The course will teach students how to structure a counseling session and provide them with practical skills to use within the session.

COUN 6443. Group Counseling. Prerequisites: COUN 6403, 6413, and 6433. A study of group counseling dynamics such as cohesiveness, group pressures and standards, structural properties of groups and the relation of leadership to group performance.

COUN 6453. Human Development for Helping Professionals. An overview of major theories and the most current research on human growth and development with application to person-social, careers and educational development of students, including exceptional, disadvantaged and minority groups.

COUN 6463. Career Counseling: Theory and Practice. Prerequisites: COUN 6403, 6413, 6423 and 6433. A study of the establishment and delivery of guidance information systems, both in schools and clinics. Career counseling theories, models and tools will be studied.

COUN 6473. Counseling in a Diverse Society. An examination of the social and psychological elements of human behavior with attention to application in diverse cultural settings such as schools, colleges and universities, and community agencies. Participants will be led on a journey of self-exploration that will ultimately lead to a better understanding of themselves and how they relate in cross-cultural situations.

COUN 6483. Assessment Procedure. Prerequisites: COUN 6403, and 6413. An evaluation of standardized tests as they may be used in individual appraisal.

COUN 6493. Practicum in Agency Counseling. Prerequisites: COUN 6403, 6413, 6423, 6433, 6443, 6453, 6463, and 6483. Completion of core counseling courses. This is an applied course consisting of placement within an agency or clinic and both site and University supervision through class experiences. One hundred (100) hours of supervised experience is required in this course. Video and audio will be used extensively to critique counseling skills.

COUN 6503. Case Management and DSM-IV Diagnosis. Prerequisites: COUN 6403, 6413, 6423, 6433, 6443, 6453, 6463, and 6483. This course is designed to develop case management skills with both simulated and actual experiences for agency counseling

students. These skills will include the development and use of records, IEPs, report writing, case conferences, placement, referrals and follow-up, etc.

COUN 6513. Internship in Agency Counseling I. Prerequisites: COUN 6403, 6413, 6423, 6433, 6443, 6453, 6463, 6483, and 6493. This is an applied course consisting of placement within an agency or clinic and both site and University supervision through class experiences. Three hundred (300) hours of supervised experience is required in this course. Video and audio will be used extensively to critique counseling skills and techniques.

COUN 6523. Internship in Agency Counseling II. Prerequisites: COUN 6403, 6413, 6423, 6433, 6443, 6453, 6463, 6483, and 6493. A second semester of internship fulfilling the final three hundred (300) hours of supervision for state licensure. Students will be placed in an agency or clinic setting and receive both site and University supervision.

COUN 6533. Advanced Counseling Skills and Techniques. Prerequisites: COUN 6403, 6413, 6423, 6433, 6443, 6453, 6463, and 6483. An advanced course about counseling skills, techniques and models employed by professional counselors to facilitate appropriate change processes in individuals.

COUN 6543. Substance Abuse Counseling: Theory and Practice. Prerequisites: COUN 6403, 6413, 6423, 6433, and 6453. This course is designed to provide an introduction to the basic theories and interventions involved in substance abuse counseling. This is an introductory course aimed at fulfilling partial requirements for certification as a substance abuse counselor.

COUN 6553. Marriage and Family Counseling: Theory and Practice. Prerequisites: COUN 6403, 6413, 6423, 6433, and 6443. An introductory course outlining key theories, ethics, interventions and issues in marriage and family counseling.

COUN 6563. Human Sexuality: Concepts, Theory and Practice. Prerequisites: COUN 6403, 6413, 6423, and 6433. This course will provide students with an understanding of human sexuality, sexual disorders, and treatment.

COUN 6573. Psychopharmacology and the Counseling Profession. Prerequisites: COUN 6403, 6413, 6423, 6433, and 6453. This course will provide students with an introduction to psychotropic drugs and their uses. It will focus on the relationship between counseling and psychiatry in practice.

COUN 6583. Counseling Children and Adolescents. This course is designed to provide students with an overview of counseling children and adolescents, including historical perspectives, the need for age-specific services, developmental issues, current research, special issues in counseling children and adolescents with special needs, etc. Ethical and legal issues specific to working with children and adolescents will be discussed. Students will compare different theoretical approaches to working with children and adolescents.

COUN 6613. Vocational and Industrial Career Education I. “Educators-in-Industry I.” The course is in-service training for teachers and school counselors. Career and job placement information is presented from a reality basis at traditional business and industrial sites.

COUN 6623. Vocational and Industrial Career Education II. “Educators-in-Industry II.” The course is in-service training for teachers and school counselors. Career and job placement information is presented from a reality basis at high-tech industries.

COUN 6633. Methods of Organizing and Teaching Career Orientation. The course will present the 16 USOE career clusters, resources available, and standards required by the State Department of Vocational and Technical Education.

COUN 6643. Practical Experiences for Career Orientation Courses. A course designed to provide a hands-on experience in teaching a career orientation course. The course emphasizes a variety of hands-on and observation techniques required to carry out a career orientation program.

COUN 6653. Internship I in Elementary School Counseling. Prerequisites: COUN 6403, 6413, 6423, 6433, 6483, 6453, 6443, 6463, and 6853. This is an applied course consisting of placement within a school and both site and University supervision through class experiences. Two hundred (200) hours of supervised experience is required in this course. Video and audio will be used extensively to critique counseling skills and techniques.

COUN 6673. Internship II in Elementary School Counseling. Prerequisites: COUN 6403, 6413, 6423, 6433, 6483, 6453, 6443, 6463, and 6853. This is an applied course consisting of placement within a school and both site and University supervision through class experiences. Three hundred (300) hours of experience is required in this course. Video and audio will be used extensively to critique counseling skills.

COUN 6723. Project in Agency Counseling. A course designed to provide an in-depth study and critical evaluation of a practice or a program employed in an agency setting with major emphasis on the results obtained when the program or practice is used in an agency. A written report is a requirement of this course.

COUN 6753, 6756. Internship: Educational Examiner. Prerequisites: 45 hours (master's degree or higher) of approved-level courses including nine hours of special education courses. A semester of full-time internship experience in educational diagnosis and planning with and for children and youth under the supervision of an approved educational examiner educator and practitioner team in an approved setting.

COUN 6763 Development and Administration of School Counseling Program. This course is designed to introduce students to the philosophy of a comprehensive, developmental K-12 school-counseling program and to the national model for school counseling programs. The emphasis will be on school counseling programs as critical components of the education enterprise, the planning and management of such a program, and the skills of school counselors.

COUN 6803. Internship I in Secondary School Counseling. Prerequisites: COUN 6403, 6413, 6423, 6433, 6443, 6453, 6463, 6483, and 6583. This is an applied course consisting of placement within a school and both site and University supervision through class experiences. Two hundred (200) hours of supervised experience is required in this course. Video and audio will be used extensively to critique counseling skills and techniques.

COUN 6823. Internship II in Secondary School Counseling. Prerequisites: COUN 6403, 6413, 6423, 6433, 6443, 6453, 6463, 6483, and 6583. This is an applied course consisting of placement within a school and both site and University supervision through class experiences. Three hundred (300) hours of supervised experience is required in this course. Video and audio will be used extensively to critique counseling skills and techniques.

COUN 6833. Foundations/Adolescent Education: Learning/Motivation. A course designed to explore current research and theoretical designs for educating adolescent students. Principles covered in this course include: developmental characteristics and needs of the adolescent; communication skills for establishing professional relationships with students, parents, and colleagues; and the use of technological supports in reaching/teaching adolescents. The course focuses on the role of *teacher as facilitator* of mental health, group dynamics, conflict resolution, and crisis intervention.

COUN 6843. Introduction to Student Affairs in Higher Education. This course is designed to introduce students to the field of student affairs within institutions of higher education. Using a multidisciplinary approach, students will examine the historical, philosophical, sociological, psychological, legal, and cultural foundations of student affairs work.

COUN 6853. Student Affairs Theory and Practice. This is a course in college student development theory. Students are provided with a foundation for understanding student development theory and the application of the theory to the practice of student affairs in higher education.

COUN 6863. The American College Student. This is a study of the college student's experience in the college setting. Overview of the college student in regard to academic characteristics, socioeconomic background, finances, self-concept/self-esteem/self-efficacy, interests, peer-group influences, personality characteristics, reasons for attending college, reactions to college, choice of vocation, major field of study, freedom and authority, educational aspirations, and dropouts.

COUN 6873. Organization and Administration of Student Affairs Services. This course examines the organization and administration of student services in institutions of higher education. Administrative environment of student services, organizational and management issues of student services, essential skills and competencies for student services managers, commitment to professional education, and future challenges are addressed. A study of organizing and administering student development services for postsecondary institutions.

COUN 6883. Internship I in Student Affairs in Higher Education. Practice and training in 15 student affairs areas for a minimum of six clock hours per week for one semester. Provides a basic experience in area of study. Students must meet once a week with the University/field experience supervisor.

COUN 6893. Internship II in Student Affairs in Higher Education. Practice and training in 15 student development areas for a minimum of 6 clock hours per week for one semester. This course provides a basic experience in area of study. Students must meet once a week with the university/field experience supervisor.

COUN 6911-6. Thesis: Agency Counseling.

COUN 6921-6. Thesis: Elementary Counseling and Development.

COUN 6931-6. Thesis: Secondary Counseling and Development.

Elementary Education (E ED)

E ED 5053. Methods and Materials in Early Childhood Education. A study of needs of four and five-year-old children and an examination of materials to determine appropriate instructional activities. Students will plan strategies, develop materials, and observe classroom instruction in kindergarten.

E ED 5063. Practicum in Early Childhood Education I. A program of observation and participation in kindergarten with a focus on the individual child. Children will be studied in terms of their individual physical, intellectual, and social needs. Strategies for meeting these needs will be planned, initiated, and evaluated.

E ED 5153. Early Childhood Education Curriculum. Prerequisites: E ED 5053 and 5063. The development of programs for young children based on the principles of child growth and development, learning theory, and community needs. Curricula will be studied, analyzed, and developed in terms of local needs.

E ED 5163. Practicum in Early Childhood Education II. Prerequisites: E ED 5053 and 5063. A program of observation and participation designed to provide for the study of the child as a participant in the social or group process. Teaching strategies will be planned to provide group instruction. Evaluation will be made in terms of the growth of individual children in the group process.

E ED 6013. Elementary School Curriculum. A course designed to explore current and experimental designs of elementary school curricula and instructional procedures, with emphasis on those curricular and instructional aspects which are broader than a single subject area. A research paper is required.

E ED 6023. Project in Elementary Education. Prerequisites: One three-hour course in research and statistics; six semester hours of graduate work in the major area of study; and approval of a committee composed of the professor teaching the course, the student's advisor, and the dean of graduate studies. A course designed to provide an in-depth study and critical evaluation of an educational idea or practice with major emphasis on the results obtained when the idea or practice is used in a local elementary school setting. A research paper is required.

E ED 6043. Seminar in Elementary Education. A course designed to explore and clarify several current and theoretical designs of elementary school curricula, and to encourage critical evaluation of these principles from the standpoint of logical and empirical evidence. A research paper or project from documented research is required.

E ED 6053. Current Trends in English Language Arts. A study of approaches, methods, and research of language arts as a communication skill.

E ED 6063. Modern Trends and Practices in Social Studies and Economics Curricula in the Elementary Schools. This course emphasizes the study of current school social studies and economics. Research is done to determine the social and economic understandings and skills needed by successful elementary school teachers. It is also done in regard to social understandings and skills needed for construction of a curriculum to develop citizenship, curricula, and organization and presentation of subject matter and to create school community resources and projects.

E ED 6153. Seminar in Early Childhood Education. This is a directed study of current research, issues, trends, curricular designs, and organizational structures of early childhood education. Emphasis will be given to the practical application of findings to classroom use.

E ED 6911-6. Thesis: Elementary Education.

Educational Administration and Supervision (EDAS)

EDAS 6013. School Community Relations. This course examines the principles underlying the relationships between schools, parents, schools and other communities and its agencies. Emphasis is placed on the involvement of critical stakeholders in educational planning and the school improvement process. Practicum experiences are arranged to conduct community and parent surveys.

EDAS 6023. Instructional Development and Supervision. This course analyzes the school administrator's role in improving the instructional process including the principles associated with the design, delivery, and assessment of the curriculum. Principles, procedures, and skills required to supervise and improve the delivery of instruction are practiced and developed in applied settings. Extensive practicum experiences are arranged with local school systems conduct informal and formal observations, coaching, etc.

EDAS 6033. Organizational Development and Evaluation. This course develops the skills required to systematically analyze and plan by making data-driven decisions to foster instructional improvement and organizational change, including collecting and analyzing data to assessing organizational needs, developing improvement plans with related professional development, and the evaluation of progress toward organizational goals. Consultation experiences with local school systems allow for problem solving and the development of improvement strategies.

EDAS 6043. Administration of Administrative Services. This course is an introduction to the financial management and other administrative services involved in operating a school or school district, including human resources, finance, budgeting, purchasing, child nutrition, information technology, transportation, and facilities management. Fiscal planning, budgeting, and operations management skills are developed and practiced in school district settings.

EDAS 6053. Administration of Special Services. This course emphasizes the administration of instructional programs, services, and current federal and state laws associated with planning and delivery of special education, bilingual/ESL, gifted and talented, career and technology, compensatory services, at-risk/dropout reduction, etc. Practicum experiences are arranged with local school systems.

EDAS 6063. Administrative Internship. An extension of the field-based experiences throughout the curriculum, the internship is made up of more intensive field-based experiences for those completing the requirements for building and curriculum administration. Students engage in a range of building and central office-level management and instructional leadership experiences under the direction of an experienced, accomplished principal and/or central office administrator.

EDAS 6093. The Principalship. This course is a study of the roles and responsibilities of the principal as leader in the design, development, operation, and evaluation of a school. Emphasis is placed on the principal's roles in curriculum development and assessment, supervision and evaluation of instruction, professional development, and the management of administrative services and school community relations augmented by a series of practicum experiences. Extensive field experiences are arranged pairing students with local school administrators.

EDAS 6113. School Finance. This course is an overview of school finance with emphasis on the relationships of economics and local, state, and federal revenues, and state and federal financial regulations and models in relation to financing the educational enterprise. Extensive budgeting and practicum experiences are included.

EDAS 6123. The Superintendency. This course provides an in-depth view of the responsibilities of the school superintendent. Field-based applications are used to study the unique roles and responsibilities of the superintendency. The development of skills is emphasized in strategic planning, collaborative decision-making, public information, student activities, community relations, human resource management, instructional leadership, financial management, board relations, school governance, and other areas relevant to the superintendency.

EDAS 6133. Governance Groups. This course investigates the various federal, state, and local groups and agencies that significantly influence the conduct of public education. Participants engage in collecting information from a variety of these sources in order to understand current influences, requirements, and constraints placed on local school districts that impact their operations.

EDAS 6143. Management of Human Resources. This course studies the theoretical and legal issues associated with management of human resources in school systems, including

the relationship of the individual to the organization, organizational health, staffing, remuneration, personal appraisal, training, contracts and negotiations, and other pertinent laws and regulations. Practicum experiences are arranged with local school systems.

EDAS 6153. Practicum in Educational Facilities. This course is a practicum that examines the roles of the superintendent and school board in developing and implementing the requirements necessary for the construction and maintenance of educational facilities. Participants collaborate with an architect currently engaged in a building project to understand the conduct of needs assessments and planning new facilities, developing educational specifications, selecting and working with an architect, financing and bidding procedures, construction management, school facilities maintenance, and pertinent state law.

EDAS 6163. Superintendency Internship. As an extension of practicum in the curriculum, the internship provides the prospective superintendent with the opportunity to gain on-the-job experience in the roles and responsibilities of the position under the direction of an experienced, accomplished superintendent.

EDAS 6173. Administration and Assessment of Curricular Programs. This course provides prospective central office administrators and superintendents with the tools necessary to administer the curriculum and instruction functions of a school district. Emphasis is placed on establishing and evaluating systems to audit, design, deliver, assess, and evaluate curriculum, and other instructionally related services and professional development through a series of field-based projects in a school system.

EDAS 6183. Educational Leadership Seminar. This course is designed to introduce the prospective district-level administrator to a broad range of issues at the forefront of current educational decision-making. Special emphasis is placed on analyzing, synthesizing, and critically examining topics that are pertinent to an individual student's plan of study and career goals.

EDAS 6193. School Organization and Administration. This course is an introduction to administrative and organizational theory and its applications to educational institutions. Extensive school-based research is conducted to integrate organizational theory and the actual practice of administration in a school based on standards of administrative dispositions and performance.

EDAS 6201. Educational Leadership Portfolio. This non-credit course documents the successful completion of the portfolio requirement for those enrolled in a program leading to licensure as a principal (building level) or curriculum administrator.

EDAS 6211. Superintendent Portfolio. This non-credit course documents the successful completion of the portfolio requirement for those enrolled in a program leading to licensure as a superintendent (district level).

Education (EDUC)

EDUC 5043. Educational Measurement. Prerequisite: S ED 3003 or E ED 3005. An introduction to tests and measurements as applied to education. Includes elementary statistics essential to compiling and interpreting test data. Emphasis is placed on constructing tests and the selection of various standardized tests.

EDUC 5203. Strategies for Content Area Reading. This course will provide education majors with an overview of the instructional strategies for teaching and integrating reading into content areas. Students will develop a conceptual understanding of reading processes and appropriate instructional strategies, which emphasizes reading skills necessary for the learning of content area information.

EDUC 5273. Classroom and Group Management. This is an introduction to basic principles of behavior modification and contingency management. Procedures of conditioning, reinforcement, token economy, and self-control as applied to individuals and groups in a variety of settings with emphasis on discussion of research, application, and ethics.

EDUC 5653. Creative Writing Workshop. This course provides practical experience in creating poetry, fiction, and drama and in keeping a literary journal. Some collaborative work and cooperative class projects make the course valuable for those who are teaching or are preparing to teach courses calling for written expression. A research paper is required.

EDUC 5706. Science, Math, Reading K-4. This course is an interdisciplinary approach to learning science, mathematics, and reading. This course stresses the learning of science, mathematics, and reading as an active, integrated, constructive process involving experimentation, investigation, communication, reasoning, and problem solving.

EDUC 5901-3 to 5991-3. Workshop in Education. Cross-referenced with EDUC 4901-3 to 4991-3. The course is for persons participating in college-sponsored workshops. The title will vary with each program.

EDUC 6003. Educational Research. A basic course in research and statistical methods to include a study of frequency distributions, graphing, measures of central tendency, data collection, sampling, simple research design, and interpretation of basic research and statistical information.

EDUC 6023. Currents Trends in Children/Young Adult Literature. This course presents an examination of books for preschool through high school children from a topical perspective. Some topics included are family, race, war, gender, and age. Students both read and present materials to the class.

EDUC 6033. History and Philosophy of Education. The course investigates the training of the young and its larger meaning – the transmission of culture – in representative recorded civilizations.

EDUC 6043. Current Issues and Trends in Education. This course explores issues and trends in education, which face the region, state, and nation using historical, philosophical, political, multicultural, and other forces as a basis to study how ideas and opinions are shaped.

EDUC 6063. Applications of Technology in Education. This course will address uses of technology to increase productivity, enhance classroom instruction, and facilitate campus activities.

EDUC 6073. Fundamentals of Education. This course is an introductory course to teacher education. The course will cover the opportunities for employment and for membership in professional organizations; social issues involved in schools; the structure of education; legal issues; historical foundations; philosophy and theoretical approaches; school programs and practices; and current issues and trends.

EDUC 6083. Application of Learning Theories. This is a study of the principles and problems of learning with consideration of major empirical findings and their theoretical interpretations.

EDUC 6093. Collaboration for Inclusion. This course will focus on the development of multiple strategies to involve families in collaborative relationships that promote the intellectual, social, emotional and physical growth of their children with mild disabilities grades P-12 within the structured learning environment of school. Teacher candidates

will participate in collegial activities that sustain productive learning environments and support the well-being of students, increase awareness of the resources of the larger community environment that influences student learning. Students will demonstrate an in-depth understanding of the interrelationships and interdependencies among the various professionals and activities that constitute the disciplines, content, and processes of early childhood, elementary, middle, secondary, and special education (P-12).

EDUC 6103. The Teaching of Reading. This is a basic course with emphasis on methods and materials for teaching reading. Innovative and experimental procedures will be examined. Current programs will be studied.

EDUC 6113. Corrective Reading in the Classroom. Prerequisite: EDUC 6103. Emphasizes diagnosis and correction of reading difficulties within the classroom setting. Planning a program for classroom application will be emphasized.

EDUC 6123. Diagnosis and Correction of Reading Difficulties. Prerequisites: EDUC 6103 and 6113. Advanced clinical testing and teaching program designed primarily for the reading specialist. It will include individual testing, diagnosing, and program planning.

EDUC 6133. Reading Practicum. A laboratory experience in individual diagnosis and teaching. Types and causes of reading problems will be studied and practical application provided. Practical experience included.

EDUC 6143. Seminar in Creative Thinking. Problems and issues related to the development of creative potential in individuals will be explored, including metacognition, assessing creative potential, and creative problem solving. Teaching strategies and curricular materials related to creativity training will be evaluated. A research paper or project from documented research is required.

EDUC 6153. Balanced Literacy. In order for students to perform successfully, their teachers must demonstrate high level of competence in reading, writing, listening, talking, viewing, and thinking. It is important for teachers to incorporate their learning and research data for curriculum planning, assessment, and classroom management. This course reflects current trends in reading and literacy, is research-based, and addresses standards of the National Council of Teachers of English and The International Reading Association. A variety of instructional strategies will be presented for an integrated and interdisciplinary approach.

EDUC 6183. Reading Seminar. This course is based on current issues, research, and effective practices in reading of interest to in-service teachers. Students will integrate their understandings of the knowledge and beliefs about reading, instruction and assessment, and organization of a reading program to create a literate environment that supports reading and writing acquisition. Action research in a variety of topic areas will be conducted.

EDUC 6253. Advanced School Supervision. Prerequisite: EDUC 6033 or permission of instructor. This is an advanced course in public school supervision to assist in the preparation of school supervisors, principals, superintendents, and others interested in the improvement of instruction and the purposes of the school through supervision. Several models of supervision will be examined and evaluated.

EDUC 6263. Methods and Media in Secondary Education. This course is designed to help prospective teachers develop and/or refine the skills necessary to be an effective classroom teacher in grades 7-12.

EDUC 6403. School Law. This course is an introduction to the federal and state legal systems and applicable federal and state educational case law. Particular emphasis is

placed on the current federal and state laws and regulations governing students, employees, finance, and the administration of programs for special student populations.

EDUC 6703. Internship I. The supervised internship in an appropriate school provides graduate students with supervised, on-the-job experiences. The experiences will be accompanied by scheduled, on-campus group and individual supervision designed to provide evaluation, reflection, and analysis of the field experiences.

EDUC 6713. Internship II. The supervised internship in an appropriate school provides graduate students with supervised, on-the-job experiences. The experiences will be accompanied by scheduled, on-campus group and individual supervision designed to provide evaluation, reflection, and analysis of the field experiences.

EDUC 6801-3. Teacher Education Seminars.

EDUC 6813. Teacher Education Seminar.

EDUC 6823. Education in Public Service Funding. This course is to encourage grantwriting. Grantwriting can be instrumental in assisting rural areas in developing infrastructures, and thus all the competencies of a collaborative team leader come into the picture.

EDUC 6833. Mindtools for Teaching and Learning. Basic principles of constructivist learning and teaching as they apply to instructional technology will be discussed. Various paradigms of instructional technology including Computer Aided Instruction, Intelligent Tutoring Systems, Logo as Latin, and Computer Assisted Collaborative Learning will be examined as they apply to classrooms today. The use of common computer applications such as databases and spreadsheets as cognitive tools will be explored. Students will learn to integrate mindtool applications into all subject areas to strengthen students' critical, complex, and creative thinking. Teachers/students with varying levels of computer skills will have the opportunity to learn new applications or explore in greater depth applications with which they are already familiar, including spreadsheets, databases, multimedia, Web production, and graphics and animation.

EDUC 6843. Internet for Educators. This course challenges students to develop a personal, professional repertoire of Web-based resources to be integrated into the existing professional practice of the students. Students develop a range of Web-based communication, teaching and learning tools. Projects include the development of a professional web site and a collaborative professional project designed by small groups of students.

EDUC 6853. Multimedia for Educators. This course challenges students to develop a personal, professional repertoire of multimedia resources to be integrated into the existing professional practice of the students. Students develop a range of multimedia Web sites, a video production using non-linear editing, and a collaborative professional project designed by small groups of students.

EDUC 6901-6903. Workshops. Prerequisites: Approval of advisor and dean of graduate studies.

EDUC 6911-6. Thesis: Reading Education.

EDUC 6923. Workshop.

English (ENGL)

ENGL 5033. TESOL Methods and Materials. Students will focus on the theoretical and practical aspects of teaching English as a second language. Students will have an

opportunity to learn current teaching approaches in ESL, the dimensions of language proficiency, the connections between language and culture, learning strategies, and the pedagogy of teaching oral and written skills. Students will also develop ways to facilitate language learner differences by designing appropriate language tasks and by evaluating teaching materials and texts. A research project is required.

ENGL 5653. Creative Writing Workshop. This course provides practical experience in creating poetry, fiction, and drama and in keeping a literary journal. Some collaborative work and cooperative class projects make the course valuable for those who are teaching or who are preparing to teach courses in written expression. A research paper in a creativity area is required.

Geology (GEOL)

GEOL 5053. Earth Science for Teachers. This course is an introduction to the major concepts of earth sciences that might be encountered by junior and senior high school teachers. Approximately one quarter of the semester will deal with meteorology, and the remainder of the time will be spent with physical geology and historical geology.

Kinesiology (KINE)

KINE 6013. Adapted Kinesiology. A study of adapted kinesiology consisting of a diversified program of developmental activities, games, sports, rhythms, and aquatics suited to interests, capacities, and limitations of students with impairment, disabilities, or handicaps who may or may not be mainstreamed in the elementary and/or secondary physical education programs.

KINE 6023. Drug Use and Abuse in Education and Sports. This course is an examination of the effects of drug use and abuse on society and the individual including the study of drug effects on exercise.

KINE 6243. Advanced Exercise Physiology. This course examines the nature, purpose, and effects of curricular activity with particular reference to the respiratory, circulatory, and nervous systems. It includes an analysis of the results of training, theories of muscle contraction, fatigue, oxygen debt, energy costs, muscle tone, reaction time, and the concept of total fitness.

KINE 6313. Contemporary Trends and Issues in Kinesiology. A seminar of individual and group study devoted to critiques of current problems in health, physical education, and recreation.

KINE 6323. Organization and Administration of Kinesiology Programs. This course examines the policies, procedures, and problems in the organization of the total health, physical education, and recreation program. The course includes an analysis of the classification, staff teaching loads, time, and finances. It also examines the development, use, and scheduling of the physical plant, gymnasium, locker rooms, swimming pool, equipment, play fields, courts, and records.

KINE 6331-3, 6361-3, 6381-3. Workshops in Kinesiology.

KINE 6413. Health Education in the School. A study of the school's role in health education with consideration of the teacher's responsibilities for the health of the school child, screening, referral, instructional programs, emergency care, teacher's health, materials and resources, and community health group interrelations.

KINE 6433. Advanced Athletic Training Techniques. Prerequisites: HS 2043, HS 2443, HS 3233, HS 3403, and graduate standing. Special rehabilitation procedures and

therapeutic modalities used for athletic injuries. Emphasis on current and new procedures and operation of training equipment devices. Special study of injuries requiring medical intervention and surgical reconstruction and study of specialized areas of sports medicine.

KINE 6513. Principles of Kinesiology. Study of the origins and nature of modern physical education as a developmental experience and educational medium. Consideration of the contributions of physical education to organic growth and development, to the development of personal resources, and to growth in social relationships.

KINE 6523. Scientific Foundations of Kinesiology. This course is a systematic study of the contributions and integrative possibilities of chemistry, zoology, anatomy, physiology, physics, anthropology, psychology, and other related disciplines to the fields of health, physical education, and recreation.

KINE 6713. Curriculum Instruction in Kinesiology. A course designed to give experienced teachers, supervisors, and administrators opportunities to undertake the planning and development of curriculum materials for practical teaching purposes.

KINE 6723. Project in Kinesiology. Prerequisite: One three-hour course in research and statistics and six semester hours of graduate work in the major area of study. Approval of a committee composed of the professor teaching the course, the student's advisor, and the dean of graduate studies. A study of a specific topic in physical education leading to the solution of a problem of interest to the profession or to the student. A research paper is required.

KINE 6813. Psychology of Athletics Coaching. This is an analysis of basic psychological concepts and principles with special reference to motor performance, learning motor skills, perception, and emotion in sport situations. The study of psychological parameters pertinent to the teaching of physical education and coaching sports will also be covered.

KINE 6823. Scientific Analysis of Sports Skills and Motor Learning. An analysis of various motor activities to determine the scientific basis for correct form in various sports; examination of motor and perceptual abilities, factors of motivation, anxiety, stress, and social conditions as they relate to learning and performing motor skills.

KINE 6903. Research Problems in Kinesiology. This course is a study of current problems in the field of kinesiology. A review of the significant demographic, behavioral, developmental, and technological issues that influence kinesiology programs.

KINE 6911-6. Thesis: Kinesiology.

KINE 6923. Statistical Methods in Kinesiology. Competencies for analysis and application of statistical methods used in the administration and interpretation of tests of fitness, skills, and abilities in the HKR field.

KINE 6933. Methods of Research in Kinesiology. Study in search of contemporary literature and research techniques. Research processes as they apply to types of research, procedure for collection and treatment of data, critical plans, and analysis of research findings.

KINE 6943. Legal Issues in Kinesiology. A course designed to acquaint the advanced kinesiology major with the legal and ethical parameters related to all fields associated with health, physical education, recreation, sports management and administration, exercise science, and athletic training.

Library Media and Information Specialist (LMIS)

LMIS 6013. Management and Evaluation of Media Programs. This course is a study of principles and theories in planning, organizing, and administering information services, including acquisitions, circulation, inventory, grant writing, automated systems, and development of policies and procedures.

LMIS 6023. Information Access. This course is a survey and evaluation of reference and information sources, print and electronic, with emphasis on research process and information literacy.

LMIS 6033. Collection Management and Development. A study of principles and issues in collection development and management for school librarians with a major focus on collaborative planning, policy making, collection building, and weeding.

LMIS 6043. Integration of Library Resources into the Curriculum. This course is designed to prepare library media specialists to integrate information literacy throughout the curriculum by collaborating with faculty to plan, implement, and assess learning. Students will study principles of teaching and learning that contribute to an active learning environment.

LMIS 6053. Instructional Design and Production. An introduction to design, production, and evaluation processes involved in the development of instructional materials for use in P-12 school libraries.

LMIS 6073. Leadership and Professionalism. This is an introduction to the profession, including its literature, organizations, and objectives. Includes building interpersonal skills, negotiations, asserting influence, and advocacy.

LMIS 6083. Library Materials for Children and Young Adults. The course will familiarize the student with the evaluation, selection, and use of educational, informational, recreational, cultural, and literary materials, including books and other media to meet the educational/curricular needs of children and young adults. Emphasis will be on the skills, tools, and insights necessary for effective professional librarianship in the area of services to children and young adults.

LMIS 6103. Practicum in P-8 Library Media. Directed experience in a school library media center. Requires a minimum of 120 clock hours.

LMIS 6203. Practicum in P-12 Library Media. Directed experience in a school library media center. Requires a minimum of 120 clock hours.

LMIS 6303. Practicum in 7-12 Library Media. Directed experience in a school library media center. Requires a minimum of 120 clock hours.

Mathematics Education (MATH)

MATH 5003. College Geometry. Prerequisite: MATH 2753. This course is a postulational approach to the study of elementary geometry through the real number system.

MATH 5023. Point-Set Topology. Prerequisite: MATH 2753. This course is a study of topological spaces, metric spaces, continuous functions, connectedness, separability, compactness, local compactness, and local connectedness.

MATH 5033. Introduction to Complex Variables. Prerequisite: MATH 2753. This is an introductory course in complex variable theory with application.

MATH 5043. Numerical Analysis. Prerequisites: MATH 2753 and MATH 3033. This course serves as an introduction to the principles and techniques of understanding, designing, and applying numerical algorithms. Applications to include finding roots of nonlinear algebraic equations and polynomials, numerical integration and differentiation, matrix iterative methods for solving systems of linear equations. Time permitting, approximation and interpolation by polynomials, curve fitting, and the numerical solution of differential equations will be considered. Error types, propagation, analysis and control and algorithm types, complexity, generality, and rates of convergence will be covered.

MATH 5053. Higher Order Thinking in Mathematics. This course will provide teachers in grades five through college with examples of lessons incorporating methods appropriate for students with different learning styles. These lessons will emphasize the use of manipulatives, hands-on materials, cooperative learning techniques, and technology. Topics include number sense and number theory, functions, probability and statistics, geometry, and measurement. This course will require a minimum of 45 classroom contact hours plus a three-hour follow-up session. The follow-up session for the fall class will be in the spring, and the follow-up session for the spring and summer classes will be in the fall. Credit will be given at the end of the follow-up sessions. A kit of manipulatives will be supplied to each teacher who completes the course for use in teaching mathematics.

MATH 5073. Introduction to Probability and Statistics. Prerequisite: MATH 2753. This course is a study of elementary theory of probability with statistical applications.

MATH 5083. Calculus for Teachers I. Prerequisite: Consent of instructor. A study of topics in elementary analysis designed to provide mathematical background and maturity for teachers of secondary school mathematics.

MATH 5093. Calculus for Teachers II. Prerequisite: MATH 5083. A continuation of MATH 5083.

MATH 5123. History of Mathematics. Prerequisite: MATH 2753. To examine how mathematics has developed from antiquity to modern times. To explore how the solution of real-world problems have spurred mathematical developments. To appreciate how civilization and culture have been influenced by and have influenced mathematics. To understand mathematical literacy and proficiency from a historical perspective.

MATH 5601-3. Workshop in Mathematics Education. Selected current topics related to elementary and middle school mathematics instruction will be studied.

MATH 5613. Special Topics. Prerequisite: MATH 2753. Special topics of interest to be selected from the following: mathematical modeling, operations research, graph theory, dynamic systems, real analysis, advanced discrete mathematics, advanced linear algebra, and others as needed.

MATH 6013. Intermediate Analysis I. Prerequisite MATH 2753: Consent of instructor. This course is a survey of real numbers, analytic geometry, and calculus. Definitions and abstract concepts are stressed.

MATH 6023. Modern Abstract Algebra. Prerequisite: MATH 3063 or equivalent. This course will examine groups, rings, integral domains, fields, homomorphisms, and isomorphisms. Offered on demand.

MATH 6033. Math Thinking K–8 Teach. This course builds on the preliminary understanding of the intricacies of a numeration system and associated operations. The importance of the structural properties of the rational number system will be investigated. Students will be encouraged to develop algorithms within the system and show how these

algorithms can be generalized across the system. Formal definitions of addition and multiplication will be explored within their contextual uses.

MATH 6083. Project in Mathematics. Prerequisites: One three-hour course in research and statistics and six semester hours of graduate work in the major area of study. Approval by a committee composed of the professor teaching the course, the student's advisor, and the dean of graduate studies. An in-depth study of a selected topic. A maximum of six hours credit can be earned in this course.

MATH 6103. Modern Geometry. Prerequisite: MATH 4003 or MATH 5003. A logical development of Euclidean and non-Euclidean geometries from basic axioms.

MATH 6113. Intermediate Analysis II. Prerequisite: MATH 6013. A continuation of MATH 6013.

MATH 6123. Algebraic Thinking. A course to help middle level and secondary teachers identify, describe, and foster algebraic thinking. Topics include analyzing written student work, listening to students, documenting patterns of student thinking, and asking questions. All units focus on connections between algebraic habits of mind and the algebra learning expectations enunciated by the National Council of Teachers of Mathematics.

MATH 6133. Geometric Thinking. This course builds on the preliminary understanding of the intricacies of shape and measurement. The student will examine aspects of two- and three-dimensional shapes, extend geometric vocabulary, and explore both definitions and properties of geometric objects. Students will also complete a comprehensive study of angle, similarity, congruence, and the relationships between 3-D objects and their 2-D representation. The student will examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. There will be activities from a variety of sources and grade levels and connections will be made linking middle school geometry to more advanced topics taught at the secondary level. Dynamic computer software (Geometers Sketchpad), graphing calculators, Smart Boards, and the TI Navigator will be used to enhance the teaching and learning of geometry.

MATH 6173. Statistical Analysis. Prerequisite: MATH 4073 or MATH 5073. Probability, frequency distributions, sampling theory, hypothesis testing, regression analysis, correlation, and analysis of variance.

MATH 6553. Studies in Modern Mathematics for Secondary Teachers. A study of current content and trends in secondary mathematics programs, methods, and related topics. Offered on demand.

MATH 6583. Elementary Mathematics Concepts I. A study of current content and trends in elementary mathematics programs, methods, and related topics. Mathematics credit for this course is restricted to (1) elementary education students and (2) secondary education students preparing to teach mathematics in middle schools.

MATH 6593. Elementary Mathematics Concepts II. Prerequisite: MATH 6583. A continuation of MATH 6583. Mathematics credit for this course is restricted to (1) elementary education students and (2) secondary education students preparing to teach mathematics in middle schools.

MATH 6911-6. Thesis: Mathematics Education.

Master of Science in Computer and Information Science (MCIS)

MCIS 5003. Survey of Information Tech with Applications. The course introduces the information technology in an eCommerce centric approach. It examines the changing role of information technology in organizations. The course also underscores information technology aspect while covering concepts like B2C (Business to Customer), B2B (Business to Business), EDI (Electronic Data Interchange), ERP (Enterprise Resource Planning), etc.

MCIS 5013. The UNIX Operating System. This is an introduction to the UNIX operating system. Topics to be covered will include the history and philosophy of UNIX systems, an introduction to the basic elements of UNIX, the “shell” command interface, utilities for managing files, and an introduction to the functions that administrators perform to maintain or re-establish the reliability of UNIX systems and the tools that UNIX provides to support that activity.

MCIS 5103. Advanced Programming Concepts. This course teaches object-oriented programming and development using the Java programming language. Object-oriented concepts, including class hierarchies, inheritance, and polymorphism, are reinforced through the development of stand-alone applications. Students strengthen their understanding of event-driven programming and graphical user interfaces by designing and programming Web applets.

MCIS 5113. Web Technology. Prerequisites: MCIS 5003. The course studies the client/server architecture and multi-tiered architecture as it pertains to Web technology. It provides fundamentals of hardware and system software as well as middleware. Web server planning and Web server administration are also covered.

MCIS 5133. Data Base Management Systems. Prerequisites: CSCI 2103/2113, or CSCI 3063, or MCIS 5103. The course introduces fundamental database concepts and implementation. Data models such as relational and object-oriented models are covered. Connection between DBMS and Web applications and a popular DBMS system such as Oracle will also be addressed.

MCIS 5153. Design and Analysis of Web-based Information System. Prerequisite: MCIS 5103. This course focuses on the system development life cycle for creating Web-based information systems analysis and design. It introduces different paradigms for developing Web software, the key stages of the life cycle and identifies key deliverables for each stage.

MCIS 6113. Internship. Prerequisites: Departmental approval. This course provides an opportunity for students to receive graduate-level work experience in a real employment environment. Advanced planning and prior approval are required.

MCIS 6123. Decision Support Systems. Prerequisites: Consent of course professor. The course introduces the concepts of decision support systems and artificial intelligence systems as components of information systems. Survey of the analysis, design and implementation of systems for decision support, including data management systems, knowledge engineering, expert systems, and intelligent agents.

MCIS 6133. User Interface Implementation. Prerequisites: CSCI 2103/CSCI 2113, or CSCI 3063, or MCIS 5103. This courses studies human factors of interactive software, interactive styles, design principles and considerations, development methods and tools, interface quality and evaluation methods.

MCIS 6143 Web Application and Web Service. Prerequisites: MCIS 5123, Special Topic Seminars (MCIS 6201 – 6202), and consent of the instructor. The course provides students with knowledge about the next frontier in distributed computing: Web Services

architecture framework, methodology, and Web Service technologies such as SOAP, and WSDL. The technologies in both J2EE and .NET environments will be surveyed.

MCIS 6144. Degree Projects. The project will integrate all the knowledge through the program. By developing a significant Web application project, students will demonstrate skills in conception, design, implementation, and management. Students may enroll in this class only after completing all core courses. Prerequisites: Departmental approval.

MCIS 6163 Computer Networking. Prerequisite: MCIS 5103 or equivalents. The course will cover networking from the lowest levels of data transmission and wiring to the highest levels of application software, explaining how underlying technologies provide services and how Internet applications use those services.

MCIS 6173 Networking Security. Prerequisite: MCIS 5103, MCIS 5113 or equivalents. This course will survey network-based and Internet-based security applications and standards including topics of cryptography. It covers algorithms and protocols underlying network security applications, encryption, hash functions, digital signatures, and key exchange.

MCIS 6183 Special Topics. Prerequisite: Permission of instructor. Selected topics not available in other departmental courses including: transaction processing, data mining, data warehousing, advanced networking, wireless and mobile computing, and information assurance and security, etc.

MCIS 6201-6. Special Topics Seminar.

Multicultural Studies (MCUL)

MCUL 5003. Teaching People from Other Cultures. Students in this course will address many of the cultural issues and questions that exist in the field of TESOL. Students will explore the complex relationships between cultural values, language and language acquisition, nonverbal behavior, and patterns of reasoning. Students will be introduced to difficult questions about the culturally enriching, perplexing, or even destructive role that the teaching of English plays for English language learners. The ultimate goal of the course is to increase students' intercultural awareness and teaching effectiveness and to decrease culture-based misunderstandings in the intercultural classroom.

MCUL 5013. Second Language Acquisition. Students will examine current theories in this rapidly changing field with the goal of reaching an understanding of the linguistic, psychological, and cultural factors that influence the language acquisition process. Students will first consider the principles of first-language acquisition and how first-language acquisition differs from acquisition of other languages later in life. A research project is required.

MCUL 5023. Second Language Assessment. Students will develop theoretical and practical foundation in learner-centered and performance-based approaches to assessment. Students will examine a variety of assessment models and be provided with practical experience in developing reading, writing, speaking, and listening assessments. A research project is required.

Middle School Education (MSED)

MSED 5013. Middle School Concept. Candidates develop models of middle level schooling, contexts, and explore early adolescent educational sociology. Develop lessons that demonstrate an emphasis on the relationship between characteristics of transient

students, society, and schooling. Candidates develop a middle level philosophy which reflects the philosophical foundations of middle level education.

MSED 5033. Middle School Student. The physical, social, emotional, intellectual, and moral characteristics of the developmental period of early adolescence within social and cultural contexts are examined. The changes in family settings, social contexts, threats to health and safety and risk behaviors in contemporary society that affect health and development of young adolescents are explored.

Public Administration (PA)

PA 6003. Public Administration & Public Policy. This course is designed to develop an understanding of the field of public administration. This involves the exploration of a variety of topics in some depth, integrating them with the objective of forming an overall perspective of the conduct of the public's interest. Topics will include: decision theory, ethics, major figures and theories of public administration, bureaucratic theory, and overview of contemporary issues. This course will concentrate on approaching theories of public administration from a practitioner's point of view. The material will also focus on issues of rural public administration. An underlying theme of the course is the application of concepts of "learning communities" and sustainability.

PA 6013. Statistics for Public Administrators. Introduces techniques useful in the analysis of data for developing strategies and measuring success in the implementation of public policy choices.

PA 6023. Ethics. Relates ethical issues likely to arise in the management of public and non-profit organizations; emphasizes values paramount in furthering the public interest, including, but not only, commitment to the rule of law, standards of conduct, fundamental fairness, and other administrative responsibility (both collective and personal) for the discharge of the public trust.

PA 6033. Rural Politics. Considers the impact of social, political, and economic trends on communities in ex-metropolitan America from the perspectives important to the leaders of public and non-profit entities and other stakeholders in those places. Includes the study of designs for community development based on recognizing and coping with the likely effects on public and non-profit services of global issues such as free trade, national issues such as fiscal restraint, and local issues such as embedded cultural dynamics.

PA 6043. Legal Issues in Public Administration. Provides descriptions, analyses, and critiques of the constitutional and administrative law framework for public and non-profit administration. Surveys federal and state legal constraints applicable to policy choices and program implementation, including, but not only, the requirements of due process of law and equal protection of the laws.

PA 6053. Public and Non-Profit Budgeting. Reviews theories of budgeting in the public and non-profit sectors (including the impact of macroeconomic fiscal policies). Examines budget tools (including a variety of automated budgeting systems) used to apply the theories to policy choices and to construct operating and capital budgets, to manage risk, and to assure accountability.

PA 6063. Policy Analysis & Program Evaluation. In the postmodern era, the practice of policy analysis has gained a more prominent and complex position in the field of public administration. The practitioner in the field must be familiar with the techniques and consequences of policy analysis in order to develop proposals/programs that will be successful. Thus, this course will emphasize the practices of policy analysis and program evaluation. While the student may not become expert in the techniques, they will become

conversant in the principles and appreciate the importance of methods and the appropriate and ethical application of their consequences.

PA 6073. Research Methods. Emphasizes the application of social science and marketing methodologies to assess the effectiveness and efficiency of public and non-profit sector programs and policies. Covers topics such as the development of evaluation plans, the design and implementation of evaluation techniques like process, impact, cost-benefit, and cost-effectiveness measurements, and the management of evaluation projects.

PA 6083. Organizational Leadership. Surveys theories and types of leadership; provides analyses of techniques for creating motivation and cohesion in complex organizations, and describes design/administration of structures for successful decision-making.

PA 6093. Community Development. Provides graduate students overview of principles and strategies of community development in rural areas. Through in-depth case studies, it expands on materials and topics covered in MAP courses on community development to explore how rural communities in diverse cultural, political, and economic settings can build on local assets, skills, and capacities to improve the lives of residents.

PA 6103. Systems Management. Teaches theories applicable to implementing public law and policy in the American federal system, including understanding structural and behavioral issues related to successful integrated and collaborative decision-making.

PA 6113-6. Professional Project. The professional project is intended to be a capstone for the MPA degree. It should demonstrate a level of competence on the part of the student that is expected of one with a professional degree. This will involve providing a product for a public or non-profit agency. It must be approved by the MPA program director to ensure it is at the appropriate level.

PA 6123. Non-Profit Leadership/Marketing. Analyzes how to undertake strategic planning to maintain an atmosphere in non-profit organizations conducive to serving constituents and raising money to fund programs. Identifies the legal, ethical, and managerial issues confronting non-profit enterprise. Discusses marketing as a distinct managerial function essential for the success of the enterprise. Explores techniques of leadership, relationship-building, and media interaction. Includes a review of program evaluation measures and tools.

PA 6133. Non-Profit Fundraising. Focuses on ways to find funding for the operational, programmatic, and capital needs of the organization's constituents, including techniques for identifying public and private donors, understanding economic and tax incentives for philanthropy, preparing grants and donation requests, and assuring that the expectations of donors are met.

PA 6153. Public Personnel Administration. This course introduces students to the field of human resource management. It focuses on the knowledge and skills required by both personnel officers and those who manage personnel on a daily basis.

PA 6163. Social Equity, Public Finance, and Organizational Development. This course is designed to develop a sophisticated understanding of the role played by social justice in public finance and organizational behavior. This involves the exploration of a variety of topics in some depth, integrating them with the objective of forming an overall perspective of the conduct of the public's interest. Topics will include: revenue policy, redistributive impacts of finance, budgets as social policy, fairness in public employment, and public administration as social catalyst. This course will concentrate on approaching theories of public finance and management from the perspective of justice.

PA 6173. Public Administration & Social Justice. This course is designed to develop an understanding of the role played by social justice in the field of public administration. This involves the exploration of a variety of topics in some depth, integrating them with the objective of forming an overall perspective of the conduct of the public's interest. Topics will include developing a social justice theory, the proper role of government in social justice, the administrator as advocate, systems of distributive justice, and sources of injustice.

PA 6183. Special Topics.

PA 6193. Special Topics.

PA 6203. Critical Criminology Theory. This course is an advanced seminar designed to survey major criminological theories, their ideological premises, methodological controversies, interrelationships, and the shifts in emphasis and focal points in the study of crime, criminal behavior, and criminal justice policy. The analysis of past and current applications of the theories including prevention and intervention strategies of crime control will also be an emphasis in this seminar. Special attention will be given to the manner in which contemporary crime control strategies have changed over the past several decades and where they will lead us in the future.

PA 6213. Law and Society. Role of law in modern society; emphasis on legal theories shaping U.S. Legal System, theories of justice, legal reasoning, and application of those theories to real world problems as an introduction to the role law helping society settle social conflicts.

PA 6223. Corrections Administration. This seminar will focus on correctional systems and the various administrative functions associated with corrections in the criminal justice system. Both historical and contemporary aspects will be reviewed. Because corrections is not only a large but extensive segment of our criminal justice system, various techniques, systems and routines within the corrections workplace will be provided to the student. Subject matter in the areas of human resources, financial budgeting, training, contract oversight/program/operational reviews, organizational theory and policy analysis are just a few areas that will be explored during the intensive seminar.

PA 6233. Police and Society. This course will involve the student in a critical examination of the police and his relationship to society. Attention will be given to the role of police; full service policing; community policing; and ethnic tensions as correlated to the poor and uneducated. A critical examination of the police sub-culture, police stress, discretion, conduct, unionization, corruption, professionalism and ethics, and legal issues related to due process of law. This course is designed to allow the student to come to an understanding of the complex issues facing police and the society they are sworn to protect.

Physics (PHYS)

PHYS 5003. Astronomy for Teachers. Prerequisite: Twelve semester hours in science or approval of instructor. A hands-on course that develops fundamental concepts and practical classroom and laboratory exercises in astronomy.

PHYS 6403. Physical Science for Teachers. Prerequisite: Twenty-four semester hours in science. A study of the fundamental concepts of physics, chemistry, astronomy, meteorology, earth science, energy, and environment as applied to the teaching of high school general and/or physical science. Lecture and laboratory.

PHYS 6504. Electronics for Teachers. Prerequisite: Twelve hours of physical science, especially physics. A course designed to provide teachers with hands-on experiences in the concepts of electronics and the practical classroom and laboratory applications of solid-state electronics. Lecture and laboratory.

PHYS 6514. Physics for Teachers. A course in physics that develops the fundamental concepts and processes of physics and provides practical classroom and laboratory exercises. Lecture and laboratory.

Psychology (PSYC)

PSYC 5023. Industrial and Organizational Psychology. Prerequisite: PSYC 2003. A consideration of the application of psychology to such areas as personnel work, human engineering, motivation, job satisfaction, leadership, and organizational structure.

PSYC 5033. Abnormal Psychology. Prerequisite: PSYC 2003 or consent of the instructor. A description and explanation of the varieties of maladjustments, their causes, methods of treatment, and mental hygiene approach in preventing psychological maladjustments.

PSYC 5053. Theories of Personality. Prerequisite: PSYC 2003 or consent of the instructor. This course is a study of the personality theories of Freud, Jung, Murray, Allport, Rogers, and others.

PSYC 5073. Learning Theory. Prerequisite: PSYC 2003. A study of the principles and problems of learning with consideration of major empirical findings and their theoretical interpretations.

PSYC 5083. Adolescent Psychology. Prerequisites: Admission to the Teacher Education Program and PSYC 3013 or with consent of the chairperson of the Department of Behavioral and Social Sciences. A study of the physical and mental growth of youth from emerging (middle school) adolescence through adolescence (high school) and the transition from childhood to adulthood. Effective learning and teaching strategies for the adolescent are emphasized.

PSYC 6003. Wechsler Intelligence Scale. Prerequisites: COUN 6023 and consent of instructor. A course in individual intelligence testing with administration, use, and interpretation of the Wechsler Intelligence Test.

PSYC 6063. Social and Psychological Aspects of Behavior. An examination of the social and psychological elements of human behavior with attention to application in teaching and counseling.

PSYC 6073. Advanced Human Growth and Development. An overview of major theories and the most current research on human growth and development with application to personal-social, careers, and educational development of students, including exceptional, disadvantaged, and minority groups.

PSYC 6103. Stanford-Binet Intelligence Scale. A course in individual intelligence testing with administration, use, and interpretation of the Stanford-Binet Intelligence Scale.

PSYC 6113. Advanced Behavior Modification. Prerequisite: PSYC 4073 or PSYC 5073. The course includes advanced principles and applications of behavior modification and contingency management. Procedures of conditioning, reinforcement, token economy, and self-control are applied to individuals and groups in a variety of settings. Research, application, and ethics of observation reporting will be emphasized. Course

includes actual application of principles in a laboratory or clinical setting. Recommended for education examiner program and for counseling certification.

Secondary Education (S ED)

S ED 5053. Middle School Methods and Curriculum. Recommended procedures for teaching middle school pupils with special emphasis on the areas of reading, language arts, social studies, science, and mathematics. A course designed for secondary education students who wish to meet middle school certification requirements.

S ED 5203. Strategies for Content Area Reading. This course is a comprehensive study of reading process, reading in the content fields, teaching materials, and techniques for improved comprehension.

S ED 6213. Secondary School Curriculum. A course designed to explore current and experimental designs of secondary school curricula and instructional procedures, with emphasis on those curricular and instructional aspects that are broader than a single subject area. A research paper is required.

S ED 6223. Project in Secondary Education. Prerequisites: One three-hour course in research and statistics and six semester hours of graduate work in the major area of study. Approval of a committee composed of the professor teaching the course, the student's advisor, and the dean of graduate studies. A course designed to provide an in-depth study and critical evaluation of an educational idea or practice with major emphasis on the results obtained when the idea or practice is used in a local secondary school setting. A research paper is required.

S ED 6253. Seminar in Secondary Education. A course designed to explore and clarify several current and theoretical designs of secondary school curricula, and to encourage critical evaluation of these practices from the standpoint of logical and empirical evidence.

S ED 6263. Methods and Media in Secondary Education. This course is designed to help prospective teachers develop and/or refine the skills necessary to be an effective classroom teacher in grades 7-12.

S ED 6911-6. Thesis: Secondary Education.

Science Education (SCED)

SCED 5053. Higher Order Thinking in Science. This laboratory-based course stresses the learning of science as active, integrated, constructive processes involving experimentation, investigation, communication, reasoning, and problem solving. The course builds foundations in content to show connections and relevant applications in the areas of life systems, earth systems, and physical systems. The goals of the course are to help teachers extend content learning; to provide help in the teaching of the use of manipulatives, calculators, science equipment, and various learning strategies; and to provide access to appropriate materials, equipment, and technology. (May also be prefixed BIOL, PHYS, CHEM, or GEOL.)

SCED 6143. Modern Trends in Teaching Elementary School Science. Prerequisites: Three courses in science or approval of instructor. A laboratory, library, and discussion course designed to acquaint the elementary teacher with new teaching methods in science and to provide practical experiences and laboratory experience in process and concept development in science. The interrelationship of science to other elementary subjects will be emphasized. Credit in this course cannot be applied to the master of education degree at the secondary level.

SCED 6161-3. Project in Science Education. Prerequisites: One course in research and statistics and two courses in major area of study. Approval by a committee composed of the professor teaching the course, the student's advisor, and the dean of graduate studies. (A consideration of topics in science education.) Topics may be selected from biology, chemistry, science education, geology, or physics. Credit is earned when students satisfactorily present the result of their research or their research paper(s). The prefix in 6161-3 will reflect the area of study chosen (BIOL, CHEM, GEOL, PHYS, or SCED).

SCED 6171-3. Workshop in Science Education. Prerequisites: Teaching experience and consent of workshop instructor. A course designed for in-service teachers to improve instruction from preschool through grade twelve. Content will change as indicated by developments, problems, and individual needs in the areas of biology, chemistry, science education, geology, or physics. The prefix on 6171-3 will reflect the area of study chosen (BIOL, CHEM, GEOL, PHYS, or SCED).

SCED 6911-6. Thesis: Science Education. Students with emphasis in science education may elect to write a thesis based on research done in the field of biology, chemistry, geology, physics, or science education under the supervision of their graduate committee. The graduate advisor will be the chair of the thesis committee.

Sociology (SOC)

SOC 5083. Family Centered Social Work. The purpose of this course is to give students an orientation to the problems of children and their families in contemporary United States society. Policies, programs, problems, and services for children and their families will be explored.

Spanish (SPAN)

SPAN 5943. Spanish Workshop for Educators. This workshop focuses on the special needs and situations confronted by principals, administrators, teachers, and researchers when dealing with Hispanic students and their parents inside the schools or around their environment. It can be useful for non-native speakers of Spanish who wish to improve their knowledge of the language. The workshop focuses on language development about fundamentals of educational organization and policy, behavior, culture, and processes. The idea of the workshop is to help administrators, educators, and researchers to improve communication and gain a better understanding of the research data they can be expected to encounter in their professional practice within any Hispanic community. It is accomplished through a wide variety of opportunities to learn administrative and orientation vocabulary with grammatical structures, used in elementary, intermediate, and advanced contexts. Functions and processes unique to teachers are developed through a very communicative approach. Useful tips and ideas on how to deal with specific topics in the Spanish classroom will be provided.

Special Education (SPED)

SPED 5013. Adapted Kinesiology. Prerequisites: Senior standing and consent of department. A study of adapted kinesiology, a multi-disciplinary approach consisting of a diversified program of developmental activities, games, sports, rhythms, and aquatics suited to interests, capacities, and limitations of students with impairments or challenges who may or may not be mainstreamed in the elementary and/or secondary physical education programs.

SPED 5023. Nature and Needs of the Gifted and Talented. A study of the social, psychological, and educational characteristics of the gifted and talented student. Methods

and techniques of assessment based on these characteristics are reviewed for identification, placement, and evaluation of performance. A research paper or project developed from documented research is required.

SPED 5033. Curriculum and Methods of Teaching the Gifted and Talented. Prerequisite: SPED 5023 or consent of the instructor. This course is a survey of curricula plus instructional methods and materials for teaching the gifted and talented. A project developed from documented research is required.

SPED 5073. Survey of Exceptional Individuals. This course is a general survey of exceptional individuals from birth to 21 years, and an introduction to special education including special education history and law; disability causations; definitions and classifications systems, characteristics of all categories of exceptional learners (disabled and gifted); provision of services and appropriate educational interventions. Required for the M.A.T. degree.

SPED 5123. Nature and Needs of Students with Mild Disabilities. This course is a concentrated study of individuals P-12 grade levels with mild disabilities (learning disabilities, mild mental disabilities, behavior disorders) including the theoretical, legal, and historical foundations of each categorical area: etiologies, definitions, classification systems, learning characteristics (cognitive, academic, social, behavioral), diagnosis, and placement options.

SPED 5133. Methods/Materials for Teaching Students w/Mild Disabilities (P-4). Prerequisites: SPED 5123, SPED 5153. This course studies the research-based instructional strategies used in teaching students with mild disabilities functioning at preschool through fourth grade levels. It focuses on methods and materials for teaching age appropriate and developmentally appropriate curricula for young children and a modified individualized general curriculum for students at K through grade four levels.

SPED 5143. Methods and Materials for Teaching Students with Mild Disabilities (4-12). Prerequisites: SPED 5123, SPED 5163. This course studies the research-based instructional strategies used in teaching students with mild disabilities functioning at 4-12 grade levels. It focuses on methods and materials for teaching curricula in cognitive, academic, social/behavioral, functional, and career/vocational skills areas and adapting the general education curriculum for grades 4-12.

SPED 5153. Instructional Planning P-4 Mild Disabilities. Prerequisite: SPED 5123. This curriculum development course includes the theoretical basis for curricular development, interpreting evaluation reports, and developing individual education programs in developmental, academic, social, behavioral areas for children P-4 age/grade functioning levels.

SPED 5163. Instructional Planning 4-12 Mild Disabilities. Prerequisite: SPED 5123. This curriculum development course includes the theoretical basis for curricular development; interpreting evaluation reports; and developing individual education programs and adolescent individual transition programs in academic, social/behavioral, and transition-related skills for students with mild disabilities functioning in 4-12 age/grade levels.

SPED 5273. Classroom and Group Management. This course focuses on helping teachers to develop personal systems of discipline through study and research of the major philosophies, theories, and models of discipline. It will include the study of proactive instructional classroom management and generic classroom management principles including preventing discipline problems, motivating students, and confronting and solving discipline problems. This course also includes the application of theoretical information to problem-solving case studies and classroom problems of students with

mild disabilities in a variety of placements at P-12 grade levels. The course will focus on writing IEP's concerning social skills development, and conducting a functional behavioral assessment and writing the behavior intervention plan as required by IDEA '04.

SPED 5663. Educational Diagnosis and Assessment. Prerequisites: SPED 5123 or SPED 5073. This course studies the collection, use, and interpretation of academic and behavioral assessment data in P-12 settings for special education purposes including screening, evaluation (for eligibility), IEP Planning, IEP monitoring, and annual program evaluation. It focuses on the administration and interpretation of a variety of formal assessments including norm-referenced tests; and the preparation, administration, and interpretation of a variety of informal assessments including criterion-referenced tests, curriculum-based assessment, and systematic observation. The course also focuses on the preparation of evaluation reports and the preparation of IEPs based on the assessment data.

SPED 6003. Collaboration/Consultation for Inclusion. Prerequisite: SPED 5123. This course focuses on collaborative school consultation and teamwork among special education professionals, general education teachers and other professionals, and parents of students with disabilities as they work together to provide an appropriate education for students with special needs. This course includes the foundations and frameworks for collaborative school consultation, developing home-school partnerships, communicative processes for effective school relationships, problem-solving strategies, planning differentiated instruction, enhancing interactions with related services personnel, and providing leadership in collaborative school consultations.

SPED 6013. Administration and Supervision of Special Education Programs. To meet the need of persons planning to serve as supervisors, administrators, or coordinators of special education programs. A research paper or project developed from documented research is required.

SPED 6023. Project in Special Education. Topic: Gifted and Talented. Prerequisites: Admission to the degree program and one three-hour course in research and statistics and six semester hours of graduate work in gifted and talented. A course designed to provide an in-depth study and critical evaluation of a thesis relevant to teaching the gifted and talented. The resulting paper supporting the project will combine a review of current research and practical application in the field. Approval of a committee composed of the instructor, the candidate's advisor, and the graduate dean will review the paper.

SPED 6043. Experimental Learning for Gifted and Talented. Prerequisite: SPED 5023 or consent of instructor. In depth research and/or practice in facilitating autonomous learning experiences for gifted and talented students, including authentic research, entrepreneurship, mentored relationships, and service learning. Emphasis will be placed on constructing and implementing a research-based project.

SPED 6063. Language Development (P-4). Prerequisite: SPED 5123. This course concerns oral language development of students with mild disabilities in the areas of phonology, morphology, syntax, semantics, and pragmatics; and written language development of children birth through grade four. A major focus includes methods and materials in teaching early childhood integrated language enrichment curricula and a modified general education curriculum in language-based subjects in P-4 grades.

SPED 6073. Language Development (4-12). Prerequisite: SPED 5123. This course concerns oral language development of students with mild disabilities in the areas of phonology, morphology, syntax, semantics, and pragmatics; and written language development of students age/grades 4-12 functioning levels. A major focus includes

methods and materials in teaching a modified general education curriculum in language-based subjects grades 4-12.

SPED 6143. Seminar in Creative Thinking. This course reviews problems and issues related to the identification and development of creative potential in individuals. Personal creativity, along with teaching strategies and curricula materials related to creativity training, will be evaluated. A terminal, researched project is required.

SPED 6153. Counseling and Development of the Gifted and Talented. Prerequisite: SPED 5023 or consent of the instructor. The course will include a review of current research related to the social and emotional development of bright children. Issues and topics will include vocational concerns, special populations, and the role of self-concept motivation. Emphasis will be placed on the resource teacher's role in meeting the affective needs of the gifted. A research paper or project developed from documented research is required.

SPED 6203. Practicum for Gifted and Talented P-8. Prerequisite: Twelve graduate hours in gifted and talented education or concurrent enrollment. Supervised experience in delivery of educational services to the gifted and talented in public school or alternative laboratory settings, programs, or facilities for gifted and talented P-8 programs.

SPED 6223. Practicum 7-12. Prerequisite: Twelve graduate hours in gifted and talented education or concurrent enrollment. Supervised experience in delivery of educational services to the gifted and talented in public school or alternative laboratory settings, programs, or facilities for gifted and talented in 7-12 programs.

SPED 6783. Directed Internship P-4. Prerequisites: All required special education courses for endorsement. Requires on-site teaching in public school settings grades P-4 with students who have mild disabilities. The intensive directed internship should be a culminating experience in the special education teacher preparation program. It will require a minimum of six weeks of teaching experience with graduate taking the full range of teaching duties (for those not teaching in their own classrooms) including working with paraprofessionals and parents under the supervision of the classroom teacher, school officials and University supervisor.

SPED 6883. Directed Internship 4-12. Prerequisites: All required special education courses for endorsement. Requires on-site teaching in public school settings grades 4-12 with students with mild disabilities. The intensive directed internship should be a culminating experience in the special education teacher preparation program. It will require a maximum of six weeks of teaching experience with gradual taking the full range of teaching duties (for those not teaching in their own classrooms) including working with paraprofessionals and parents under the supervision of the classroom teacher, school officials, and University supervisor.

SPED 6911-6. Thesis: Gifted and Talented. Replaces six hours of the Professional Education Core (see degree plan). Prerequisite: Admission to the degree program, one three-hour course in research and statistics, and 12 hours of gifted coursework.

University Administration

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Alan Davis, B.S.B.A. Assistant Controller	Jerry Thomas, B.S., M.Ed. Director, Upward Bound
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Ben Johnson, III, B.A., M.S., M.S., Ph.D. Dean, College of Liberal and Performing Arts	Paula Washington-Woods, B.A., M.S., Professional Counselor and Director, Counseling and Testing Center
	Shelly Whaley, B.S., M.Ed. Assistant Dean of Advising and Recruitment
	Wilma Williams, B.B.A. Director, Employment Resource Center

Joe Winstead, B.S., M.S., Ph.D.
Dean, College of Science and
Technology

Support Staff

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La'Tricia Davis	Keith Labit	Freddie Sykes
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Jamie Dodson	Lena Love	Robbye Taylor
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Shone Dowling	Stephanie Manning	Lindsey Thompson
Jake Dunham	Whitney Matthews	Pamela Vaughn
Dan Edwards	Melody Mayo	Lesley Walthall
Gaytha Edwards	Shalonda McCoy	Darryl Watson
Bart Emerson	Donna McCloy	Mary Ann Whatley
Eric Engelberger	Jim McCollum	Jennifer White
Cassie Farrar	Matthew McDonald	Monsigne White
Jan Franks	Angela McLaughlin	Laura Wilkerson
Wayne Garner	Tiffany McLaury	Carla Williamson
Brenda Garrett	Kelly Merrell	David Wingfield
Kathy Griffeth	Julie Metro	Michael Woods
Courtney Goble	Gary Millican	Donald Wray
Boyd Good	Essie Moore	
Daniel Grimmitt	Linda Mullins	

Graduate Faculty

- Adcox, Jay, 1986 Assistant Professor of Kinesiology, Director of Athletics
B.S., Missouri Western State College; M.S.E., Northwest Missouri State
University
- Baggett-McMinn, Sheri, 1999 Associate Professor of Health, Kinesiology, and
Recreation
B.S., Mississippi University for Women; M.Ed., Mississippi State
University; Ed.D., University of Southern Mississippi
- Belcher, Lynne R., 1990 Professor of English
B.S., M.S., D.A., Illinois State University
- Benson, Kathryn M., 2001 Assistant Professor of Curriculum and Instruction
Chair, Teacher Education
B.A., Northwestern State University; M.Ed., Ph.D., Louisiana State University
- Birmingham-Pokorny, Elba, 1990 Professor of Spanish
B.A., Portland State University; M.A., Ph.D., University of Washington
- Bloss-Bernard, Kim K., 1997 Professor of Counselor Education
Dean, School of Graduate Studies
B.S., M.Ed., Northern Arizona University; Ph.D., University of North Carolina
at Greensboro
- Buckman, William Rudy, 2006 Assistant Professor of Education
B.S.E., M.Ed., Stephen F. Austin State University; Ed.D., East Texas State
University
- Cheng, Hong, 2000 Associate Professor of Mathematics and Computer Science
B.S., East China Normal University; Ph.D., University of Louisiana at
Lafayette
- Clanton, Patricia, 1993 Associate Professor of Education
B.S.E., University of Arkansas at Monticello; M.Ed., Ed.D., University of
Arkansas
- Cole, Kenneth, 1989 Instructor of Health, Kinesiology, and Recreation
Head Athletic Trainer, B.S.E., M.S., Central Missouri State University
- Daniels, James Timothy, 1995 Associate Professor of Biology
B.S.E., M.Ed., Southern Arkansas University
- Dingman, Steve, 1990 Instructor of Health, Kinesiology, and Recreation
Interim Chair, Department of Health, Kinesiology and Recreation
B.A., Peru State College; M.Ed., Southern Arkansas University
- Edgar, Patrick, 2006 Assistant Professor of Public Administration
A.A. Hartford Community College; B.A., M.P.A., University of Montana;
M.Dv., Franciscan School of Theology; D.P.A., University of Southern
California
- Haase-Wittler, Penny, 2005 Assistant Professor of Agriculture
B.S., M.S., University of Illinois; Ph.D., University of Missouri
- Kardas, Edward P., Jr., 1980 Professor of Psychology
B.A., University of Baltimore; M.A., Ph.D., Louisiana State University

- Kincaid, Deborah D., 1988 Associate Professor of Mathematics
B.S., M.Ed., University of Texas at Austin; Ph.D., Texas A & M University
- Kist, William, 2006 Assistant Professor of Health, Kinesiology and Recreation
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- McCoy, Bryan L., 1999 Assistant Professor of Education
Chair, Professional Studies
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B.A., University of Iowa; M.S., Northern Arizona University; Ph.D., Northern Arizona University
- Moseley, Denise, 2001 Assistant Professor of Curriculum and Instruction
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B.A., McNeese State University; M.Ed., Southern Arkansas University;
Ed.D., Louisiana Tech University
- Nelson, Donald R., 1988 Professor of Education
B.S., Northwestern State University of Louisiana; M.S., Louisiana Tech University; Ed.D., University of Arkansas
- Phan, Jack, 2007 Assistant Professor of Criminal Justice
B.A., University of Missouri, Kansas City; M.A., Webster University; Baker University; Ed.D., Nova Southeastern University
- Shirey, Kim F., 1995 Associate Professor of Music & Education
Director, Admissions, Field Experience and Licensure
B.M., College of Wooster; M.M., University of Oklahoma; Ph.D., Ohio State University
- Walton-Helm, Teresa, 2005 Assistant Professor of Curriculum and Instruction
B.A., University of Arkansas at Little Rock; M.A., Ph.D., Arizona State University
- Wilson, Deborah, 2003 Instructor of Psychology
B.A., Arkansas Tech University; M.S., University of Central Arkansas

Faculty and Staff Emeriti

- Bates, Joe Alvin, 1965-2003, Professor of Psychology – Emeritus
B.S., M.S., Ph.D.
- Belmont, Anthony Michael, Jr., 1965-1996, Professor of English – Emeritus
B.A., M.A., Ph.D.
- Blanchard, Louis Johnson, 1956-1998, Professor of Accounting – Emeritus
B.B.A., M.B.A., C.P.A.
- Boaz, Ralph Scott, 1963-1993, Professor of Economics and Finance – Emeritus
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- Brinson, Harold Thomas, 1976-1995, President – Emeritus
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- Brown, Kathryn Smith, 1945-1997, Professor of Kinesiology – Emerita
B.S., M.S., Ed.D.
- Callaway, Leland, 1963-1990, 1997, Professor of Office Administrative Services –
Emeritus
B.B.A., M.B.A., Ed.D.
- Campbell, Robert Gordon, 1952-1987, Professor of Music – Emeritus
B.A., B.M., M.M., Ph.D.
- Cole, R. H. “Bob,” Jr., 1963-1991, Business Affairs Administrator – Emeritus
B.S.
- Dodson, B C, 1961-1987, Dean, College of Science and Technology – Emeritus
B.S.E., M.S., Ed.S., Ed.D.
- England, Daniel Ray, 1972-1999, Professor of Biology – Emeritus
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- Flemister, Ida Morris, 1966-1988, Professor of Psychology – Emerita
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- Haefner, Donald Andrew, 1967-1997, Vice President for Student Affairs – Emeritus
B.A., B.S.E., M.A. Ed.D.
- Harton, Margaret Elizabeth, 1945-1975, Professor of Speech – Emerita
B.A., M.A.
- Peace, Alvarene Green, 1965-1993, Associate Professor of Economics and Finance –
Emerita
B.S., M.B.A.
- Sixbey, David Harold, 1968-1998, Professor of History – Emeritus
B.A., M.A.T.
- Souter, Gisèle Edith, 1975-1995, Associate Professor of Foreign Languages – Emerita
B.A., M.A.
- Thomas, Ann Keese, 1966-1993, Professor of Psychology and Counselor Education –
Emerita
B.S., M.Ed., Ph.D.

Walz, Robert B., 1958 -1987, Professor of History, - Distinguished Professor Emeritus
B.A, M.A., Ph.D.

Williams, Patsy Joyce, 1968-1995, Associate Professor of Nursing – Emerita
B.S.N., M.Ed.

Chief Administrators

D. J. Burleson	January-June 1911
H. K. Sanders	1911-1913
W. S. Johnson	1913-1914
E. E. Austin	1914-1921
Charles A. Overstreet	1921-1945
Charles S. Wilkins	1945-1950
Dolph Camp	1950-1959
Imon E. Bruce	1959-1976
Harold T. Brinson	1976-1991
Steven G. Gamble	1992-2001
David F. Rankin	2002-

SAU Buildings and Grounds

Southern Arkansas University is located on a tract of land of approximately 1,418 acres. One hundred and sixty-two acres are included in the campus, and 1,219 acres are used by the Department of Agriculture as a laboratory for its students. The buildings, predominantly brick structures, provide 1,110,997 square feet of usable space. The topography is of moderate elevation, and the landscape slopes gently in all directions from the center of campus.

The Agricultural Education Building is a 5,000-square foot prefabricated steel building completed in 1980. Included in the building are an office, and a classroom, restrooms, a storage room, and a 3,600-square foot shop area. The shop area is used to teach agricultural systems technology and was designed to model agricultural shops used in high school programs.

The Band Hall a 12,600 square foot facility located on Crescent Drive. It was completed in 2007, and provides a 4,500 square foot primary rehearsal hall, a 1,825 square foot secondary rehearsal hall, four teaching studios, and spacious storage areas for instruments and uniforms.

The Baseball Field is the home of the Mulerider baseball team. The press box, opened in 1990, houses a modern broadcast facility for intercollegiate baseball and trophies for 10 Arkansas Intercollegiate Conference titles. With the addition of new athletic lighting in spring 2006, SAU is now able to conduct night games.

The Brinson Fine Arts Building is a modern brick and steel structure housing six major studios, a public gallery, a student gallery, a theater style lecture hall, a photographic laboratory, a band hall, a choir room, six music practice rooms, a piano laboratory, and offices for both art and music faculty. This striking, sculptural structure places the arts directly within the intellectual and geographic central hub of the SAU campus. A broad expanse of glass allows casual passersby to observe the displayed works of student artists.

The Brown Health, Kinesiology and Recreation Complex and the Watson Athletic Center was built of brick, tile, and concrete. It houses a gymnasium which seats approximately 1,750 people, an auxiliary gymnasium, an indoor pool meeting AAU standards, an athletic training facility, a physical therapy center, a kinesiology laboratory, a physical-fitness/weight-room center, a dance studio, shower and locker rooms, and faculty offices and classrooms for the Department of Health, Kinesiology, and Recreation.

The Imon E. Bruce University Center currently provides facilities for classrooms, the University Police Department, the Arkansas archaeology survey station, SAU Sports Information Office, Talent Search, and Upward Bound Programs.

The Business/Agriculture-Business Building is a spacious brick structure with two computer labs, four seminar rooms, 10 lecture classrooms, and offices of the College of Business. Graced by a three-story atrium, this building was designed to present the image of a corporate headquarters and features a technologically advanced video graphic projection system that provides access to satellite, cable, video, and computer graphic capabilities. A student lounge is complete with refreshment areas and conference rooms.

Childs Hall contains offices, classrooms, and laboratories for agronomy, anatomy and physiology, animal science, entomology, forestry, horticulture, and plant science. Cattle barns, milking parlor, silo, feed mill, implement sheds, farm shop, feeding barns, storage buildings, and a green house are adjacent to this facility.

Couch Memorial Natural Area, donated to Southern Arkansas University in 2002, is a 33-acre site approximately three miles east of the main campus. It is a nature area that has developed from previous agricultural and timber production for ecological studies.

Cross Hall, which was renovated in 1998, houses faculty offices for the College of Education; video viewing demonstration laboratories for graduate practicums; classrooms; the Department of History, Political Science, and Geography; and the Curtistine A. Walz Center for the Study of Cliometrics and Public Opinion.

Dolph Camp Building was renovated and enlarged in December of 2001 to provide a new home for University Technology Services, two state-of-the-art computer labs and a video conference center. The structure also houses a recital hall, seating 128, equipped with a grand piano, a harpsichord, and a baroque pipe organ.

Faculty Housing is maintained by the University, and includes four apartments, three duplexes, and 11 detached houses for faculty and staff.

The Greek Amphitheater, completed in 1938, is a concrete structure seating 500 people for outdoor activities such as plays, pep rallies, and concerts.

The Lowell A. Logan Biological Field Station, completed in 1988, is on a separate tract of land some 10 miles from campus on Lake Columbia. This facility provides on-site laboratories and overnight accommodations for SAU students and faculty doing ongoing biological research and studying the development and ecological maturing of a water source. Special recreational opportunities are also developed around the Field Station.

The John F. and Joanna G. Magale Library is a centrally located learning resource center containing more than 148,000 book volumes. The library has 24 computers for student use and provides electronic access to more than 75 databases and over 12,000 full-text publications. Library resources can be accessed through the library homepage at www.saumag.edu/library. The Magale building also houses the Teaching/Learning Center and the Writing Center.

Mulerider Stables. This 14,000 square foot state-of-the-art equine boarding facility provides accommodations for 60 livestock.

The National Guard Armory, situated on the west side of the campus, is a brick-faced, clear span steel structure of modern design completed in the fall of 1976. It houses the offices and classrooms of the Arkansas National Guard. This structure includes six classrooms, a lounge, a kitchen, and a large assembly hall.

Nelson Hall, renovated in 1995, is a two-story building which houses the enrollment management group of administrative offices. Included are the Office of Admissions, the Academic Advising and Assistance Center, the Communications Center, the Office of Financial Aid, the School of Graduate Studies, the Office of International Student Services, the Office of the Registrar, and offices for ADAPT.

Overstreet Hall fronts the campus with a lofty, pillared, colonial facade. This three-story building houses the chief administrative offices of the University along with the Office of Financial Services on the first floor. On the upper floors are the biology and chemistry laboratories, lecture rooms, and offices. The north extension houses the offices, classrooms, and workrooms of the Department of Theatre and Mass Communication and the 500-seat Margaret Harton Theater, which faces the central quadrangle.

The Ozmer House is a restored dogtrot-type farmhouse built in 1883. It is used as a center to study regional culture. The Ozmer House is significant because it epitomizes the homes of family farmers in South Arkansas from the end of the Civil War until the early

years of the 20th century. It is an exceptionally well-built and well-preserved example of the board-and-batten box construction.

J. M. Peace Hall is a two-story building, renovated in 2000, located on the east side of the campus. It is the current home of the Department of Behavioral and Social Sciences and the Reading Center.

The Physical Plant Facility, a modern metal building on the southwestern part of the campus, houses the maintenance shops, offices, central supply, and warehouse facilities. A campus-wide automation system operated at the Plant provides over 4,000 points of energy conservation and remote monitoring.

Donald W. Reynolds Campus and Community Center provides an array of facilities and services to SAU students, staff, faculty and the greater Southwest Arkansas community. With over 76,000 square feet of space, the center includes a new 450 seat cafeteria, 500 seat ballroom, 200 seat theater/lecture hall, 30 seat formal dining and reception room, post office, bookstore, coffee shop, commuter lounge, and many conference and meeting rooms all equipped with the latest audio visual technology. Departmental offices are provided for Student Life, Multicultural Affairs, Counseling and Testing Center, Employment Resource Center, University Health Services, Student Activities, Student Government Association, and student organization offices. Non-profit community groups are provided an office complex for Area Agency on Aging, Columbia County Animal Protection Society, Magnolia Specialized Services, Habitat for Humanity, Magnolia Arts, Magnolia Community Housing Resource Board, Retired Senior Volunteer Program (RSVP), South Arkansas Youth Services, Magnolia Foundation, American Cancer Society-Steel Magnolias, and the Columbia County Soil Conservation District Office.

At Southern Arkansas University, **Student Housing** is comprised of seven modern residence halls. The newest additions, Honors Hall North and East Hall, provide suite-style living quarters for approximately 180 residents.

Tennis Courts. There are 10 lighted courts located by the physical education building. These courts are available for free play when not scheduled for classes and tournaments.

University Village. To provide affordable housing for its students, faculty, and staff, SAU recently joined forces with Collegiate Development of Dallas, Texas, in a privatized housing venture. This \$12 million project provides quality suite-style housing for juniors, seniors, graduate students, single parents, married students and temporary housing for staff/faculty. The new complex consists of six apartment buildings and a clubhouse totaling more than 100,000 square feet of space. There are a total of 84 units consisting of 48 four-bedroom and 36 two-bedroom suites. All are completely furnished and are complete with living room, bathroom, and kitchen accommodations. Occupants will enjoy a luxurious lifestyle with a clubhouse that provides a pool, convenience store, weight room, student lounge, and meeting areas. All basic utilities are provided and each resident is assigned a near-by parking space.

The Water Tower is a 187-foot tall Cor-ten steel structure constructed in 1976. Near the top is a peal of 14 cast-bronze bells. The tower provides a prominent architectural landmark to identify the Southern Arkansas University campus and a 50,000 gallon water supply for surrounding facilities. The water tower itself was awarded "Steel Tank of the Year" by the Steel Plater Fabricator's Association in 1976 and has been featured in Southern Living Magazine. In 1988, a tradition was established when the Water Tower was decorated into a 187-foot illuminated holiday candle.

The Welcome Center, formerly the president's home, is a modern-style facility of brick and glass located picturesquely on a landscaped lot overlooking the main campus and is

the focal point for various campus functions. It also provides a relaxed atmosphere for guests and visitors to our campus. It currently houses the Offices of Foundation and Development, and the Office of Alumni Affairs.

The Wharton Nursing Education Building is a modern structure built in 1971 and consists of classrooms, demonstration and clinical laboratories, and tutorial labs. In 2008, the building underwent renovations and a 10,027 square-foot addition.

Wilkins Stadium, with seating for 6,000 persons, a modern press box, and dressing rooms in the Auburn P. Smith Field House, is a facility completely equipped for football. An artificial turf playing surface, new concession facilities and ticket booths were installed in the summer of 2006 and 2007.

Wilson Hall, a classroom and laboratory building of brick, steel, and glass, was completed in 1970. The first floor houses computer labs and classrooms, and the offices of student publications and other student groups. Offices, classrooms, and laboratories for mathematics, geology, engineering, and physics and a lecture hall occupy the second floor. On the third floor are offices and classrooms for English, foreign languages, and philosophy; a sophisticated language laboratory; and an electronic learning center.

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Policies Disclaimer

This catalog contains information which was accurate at the time of completion. However, administrative requirements, regulations, fees, programs of study, and individual courses are regularly revised, and the catalog information is subject to change. Students are expected to keep themselves informed concerning current requirements, policies, and program requirements in their fields of study and must meet all requirements of the degree programs in which they are enrolled. Courses which are modified or added to a curriculum at a level beyond that at which a student is enrolled may become graduation requirements for that student. Courses which are incorporated into the curriculum at a lower level than the one at which the student is enrolled are not required for that student.

Notice of Non-Discrimination

No person shall, on the grounds of race, age, color, sex, disability, or national origin, be denied admission to or employment at Southern Arkansas University, Magnolia, or be excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity sponsored by the University.

Family Educational Rights and Privacy Policy

Southern Arkansas University is governed by the Family Educational Rights and Privacy Act of 1974 as amended. Students are notified through the Schedule of Classes published each semester that they have the right to inspect and review their educational records; to request an amendment of their records to ensure that they are not inaccurate and not misleading or otherwise in violation of their privacy or other rights; to consent to disclosures of personally identifiable information contained in their educational records, except to the extent that the Act and the regulations authorize disclosure without consent; to file with the U.S. Department of Education a complaint concerning alleged failures by the institution to comply with the requirements of the Act; and to secure a copy of the institution's policy regarding how the institution meets the requirements of the Act. A copy of the policy may be secured in the Office of the Vice President for Student Affairs in Overstreet Hall, room 116.

The Family Educational Rights and Privacy Act provides that directory information will be available to the general public. Directory information means information contained in an educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.