University of Central Arkansas est. 1907

Graduate Bulletin 2003-2005

> Browse Graduate Bulletin Contents

> Search the Graduate Bulletin

> Access Previous Graduate Bulletins

> See What's New

Biennial Catalog Issue, 2003-2005, Volume LXXXII

Referring to a digital document: Read refsys.html for the conventions of "digital-first" bulletin references.

Printing the bulletin: Read print.html for tips on printing the bulletin's documents or to download a printable file of the entire bulletin.

System requirements: To take full advantage of UCA's new "digital-first" *Graduate Bulletin*, you need a late-version browser (6.*x* or higher preferred in the mainstream browsers) compatible with javascript and cascading style sheets (CSS1) standards. (Earlier browsers should be able to access the bulletin's content.)

Contents | Search | Previous Bulletin Editions | What's New

Reference System | Printing the Bulletin

University of Central Arkansas, 201 Donaghey Ave., Conway, AR 72035
(501) 450-5000 - dial '0' on campus Monday-Friday 8:00 am to 4:30 pm Central Time
Comments or questions about the Graduate Bulletin? E-mail
Comments about the web, contact web@mail.uca.edu

Copyright © 2003 University of Central Arkansas

UCA Graduate Bulletin 2003-2005

Graduate Bulletin
Document Number 0.06

Graduate Bulletin Contents

To access the bulletin, use the links in the contents-list below.

Scroll through the list or jump directly to a section:

1. Supporting Files
2. Notices
3. General Policies and Information
4. Fields of Instruction and Courses
5. Rosters

Supporting Files

Index Index/Home

TOC Table of Contents (this document)

Search Search the Bulletin

Refsys Bulletin Reference Conventions

Print Printing the Bulletin

New What's New

Archive Archive of Previous Graduate Bulletins

1. Notices

1.01 Bulletin Provisions

1.02 Notice of Non-Discrimination

1.03 Accreditation

2. General Policies and Information

2.01 About the University of Central Arkansas

2.02 Information Directories

2.03 The Graduate School

2.04 Academic Calendar

2.05 Admission to Graduate Study

2.06 General Requirements for Graduate Study

2.07 Petition for Candidacy and Program of Study

2.08 Application for Degree and Graduation
2.09 Assistantships and Other Forms of Financial Aid
2.10 Fees and Other Charges
2.11 Resources and Services

3. Fields of Instruction and Courses

3.01.00 Accountancy
3.01.00.01 Courses in Accountancy (ACCT)
3.03.01 Courses in Art (ART)
3.06.01 Biology
3.06.01.01 Courses in Biology (BIOL)
3.06.01.02 Courses at the Gulf Coast Research Laboratory
3.06.01.03 Courses in Science Education (SCI)
3.01.01 Business Administration (Pre-MBA, GCBM, MBA, IMBA)
3.01.01.01 Courses in Business Administration (MBA)
3.01.01.02 Courses for Pre-MBA and Graduate Certificate in Business Management (MBA)
3.06.02 Courses in Chemistry (CHEM)
3.02.02 Childhood Education
3.02.02.01 Courses in Early Childhood Education (ECSE)
3.02.02.02 Courses in Middle/Secondary Education and Instructional Technologies (MSIT)
3.07.01 College Student Personnel Services and Administration
3.07.01.01 Courses in College Student Personnel Services and Administration (CSPA)
3.07.02 Community and Economic Development
3.07.02.01 Courses in Community and Economic Development (MSCD)
3.06.03 Computer Science
3.06.03.01 Courses in Computer Science (CSCI)
3.05.01 English
3.05.01.01 Courses in English
3.04.01 Family and Consumer Sciences
3.04.01.01 Courses in Family and Consumer Sciences (FACS)
3.05.02 Courses in French (FREN)
3.05.03 Geography and Geographic Information Systems
3.05.03.01 Courses in Geography and GIS (GEOG)
3.07.00 Graduate School of Management, Leadership, and Administration
3.07.00.01 Courses for GSMLA (GSML)
3.04.02 Health Sciences

3.04.02.01 Courses for Health Sciences (H SC and H ED)
3.07.05 Health Systems
3.07.05.01 Courses for Health Systems (H SC)
3.05.04 History
3.05.04.01 Courses in History (HIST)
3.04.04 Kinesiology and Physical Education
3.04.04.01 Courses in Kinesiology and Physical Education (KPED)
3.02.03 Library Media and Information Technologies
3.02.03.01 Courses in Library Media and Information Technologies (LIBM)
3.06.04 Mathematics Education
3.06.04.01 Courses in Mathematics (MATH)
3.03.02 Music
3.03.02.01 Courses in Music (MUS)
3.04.05 Nursing
3.04.05.01 Courses in Nursing (NURS)
3.04.06 Occupational Therapy
3.04.06.01 Courses in Occupational Therapy (OTHY)
3.05.05 Courses in Philosophy and Religion (PHIL)
3.04.07 Physical Therapy
3.04.07.01 Courses in Physical Therapy (PTHY)
3.06.05 Courses in Physics (PHYS)
3.05.06 Courses in Political Science (PSCI)
3.02.04 Psychology and Counseling
3.02.04.01 Courses in Counseling (COUN)
3.02.04.02 Courses in Psychology (PSYC)
3.07.03 School Leadership - Educational Leadership
3.07.03.01 Courses in Education Leadership (EDLP)
3.07.04 School Leadership - School Leadership, Management, and Administration
3.07.04.01 Courses in School Leadership, Management, and Administration (SLMA)
3.05.07 Courses in Sociology (SOC)
3.05.08 Spanish
3.05.08.01 Courses in Spanish (SPAN)
3.02.05 Special Education
3.02.02.01 Courses in Early Childhood and Special Education (ECSE)
3.02.02.02 Courses in Middle/Secondary Education and Instructional Technologies (MSIT)
3.04.08 Speech-Language Pathology

3.04.08.01 Courses in Speech-Language Pathology (SPTH)

3.02.01 Training Systems

3.02.01.01 Courses in Training Systems (MSTS)

3.05.09 Courses in World Languages (WLAN)

4. Rosters

4.01 Board of Trustees

4.02 Administration

4.03 Graduate Faculty

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/toc.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 0.03

BULLETIN REFERENCE CONVENTIONS

With the *Graduate Bulletin*'s move to a "digital-first" format--i.e., a document designed for on-line and on-disk distribution rather than print delivery--pagination in this important document loses its usefulness, and a new referencing scheme becomes necessary. Beginning with the 2003-2005 volume, then, content within the UCA *Graduate Bulletin* is properly referenced by "document number" and, where relevant, section and subsection number.

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

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

Within the files, section headings look like this:

[1] First-level heading

[1.1] Second-level heading

[1.1.1] Third-level heading

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/refsys.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 1.01

BULLETIN PROVISIONS

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/01/101.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 1.02

NOTICE OF NON-DISCRIMINATION

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

Affirmative Action/Equal Employment Officer
University of Central Arkansas
201 Donaghey Avenue
Conway, Arkansas 72035
(501) 450-3170

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/01/102.html

Graduate Bulletin
Document Number 1.03

ACCREDITATION

The University of Central Arkansas is accredited by the Higher Learning Commission as a bachelor's, master's, specialist's, and doctoral degree granting institution and is a member of the North Central Association of Colleges and Schools. The National Council for the Accreditation of Teacher Education accredits the teacher education program at the initial teacher preparation and advanced levels. The master's and baccalaureate degrees in business administration are accredited by AACSB-The International Association for Management Education. The master's and baccalaureate degrees in nursing are accredited by the National League for Nursing and have received preliminary approval from the Commission on Collegiate Nursing Education. The baccalaureate programs in medical technology, radiography, and nuclear medicine technology are accredited in affiliated professional education programs by the Commission on Accreditation of Allied Health Education Programs. The master's degree program in occupational therapy is accredited by the Accreditation Council for Occupational Therapy Education. The master's degree program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. The doctor of physical therapy degree is accredited by the Commission on Accreditation in Physical Therapy Education. The undergraduate didactic program in dietetics and the post-baccalaureate dietetics internship program are accredited by the Commission on Accreditation for Dietetics Education. The University of Central Arkansas is an accredited institutional member of the National Association of Schools of Art and Design, the National Association of Schools of Music, and the National Association of Schools of Theatre. The master's degree program in school psychology is accredited by the National Association of School Psychology. The baccalaureate degree in chemistry is accredited by the Committee on Professional Training of the American Chemical Society.

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

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

North Central Association of Colleges and Schools
Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Telephone: (312) 263-0456 or (800) 621-7440 (voice); (312) 263-7462 (fax)
Web: http://www.ncahigherlearningcommission.org

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/01/103.html

Graduate Bulletin
Document Number 2.01

ABOUT THE UNIVERSITY OF CENTRAL ARKANSAS

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

The University of Central Arkansas (UCA), a statewide comprehensive university, seeks to deliver the best undergraduate education in Arkansas as well as excellent graduate programs in selected disciplines. The University offers a variety of undergraduate and graduate programs in the liberal and fine arts, in the basic sciences, and in technical and professional fields in addition to its historical emphasis in the field of education. UCA strives to maintain the highest academic quality and to assure that its curriculum remains current and responsive to the needs of those it serves. The University's mission is expressed in its commitment to the personal, social, and intellectual growth of its students; its support for the advancement of knowledge; and its service to the community as a public institution.

The University implements its mission through its emphasis on certain central purposes:

- To deliver excellent curricula in general education, in degree programs at the undergraduate and graduate levels, and in continuing education.
- To support its programs with personnel of the highest quality and with optimal resources and facilities.
- To create a campus community that supports students in their personal, social, and intellectual growth.
- To enhance interaction and understanding among diverse groups and to cultivate global perspectives.
- To foster learning and the advancement of knowledge through research and other scholarly and creative activities.
- To serve the public in ways appropriate to the mission and resources of the University.

[2] History of UCA

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

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

The first diploma granted by Arkansas State Normal School was the Licentiate of Instruction. The first baccalaureate degrees were granted in 1922. Extension classes were first offered through Correspondence Study courses in 1919-1920 and Study Clubs in 1920-1921.

A program of study leading to the Master of Science in Education degree was inaugurated in 1955, and the Educational Specialist degree was begun in 1980. Over 30 program options and 10 degrees have evolved over the years, including doctoral programs in physical therapy and school psychology, leading to comprehensive and quality offerings in graduate studies.

[3] Institutional Memberships

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/201.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 2.02

INFORMATION DIRECTORIES

[1] Graduate School

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

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

[2] Graduate Council

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

[3] Graduate Office Staff

Elaine M. McNiece, EdD

Associate Provost and Dean of the Graduate School

Phone: 450-3124
E-mail: elainem@mail.uca.edu

Terry James, EdD

Associate Dean

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

Nancy Gage

Administrative Assistant

Phone: 450-5063
E-mail: nancyg@mail.uca.edu

Assistantships; Graduate Council; admissions, registration, candidacy, and

graduation for Colleges of Health and Applied Sciences and Natural Sciences and Mathematics; admissions for graduate continuing education.

Jane Douglas

Administrative Assistant

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

Admissions, registration, candidacy, graduation for Colleges of Business, Education, Liberal Arts, Fine Arts and Communication, and Graduate School of Management, Leadership, and Administration; faculty research and development.

Jima Bowman

Secretary

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

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

[4] Whom to Contact

[4.1] Department Chairs and Graduate Coordinators

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

Biology

Steve Runge, Interim Chair

Phone: 450-5949
E-mail: stever@mail.uca.edu

David Dussourd, Graduate Coordinator

Phone: 450-5921
E-mail: dussourd@mail.uca.edu

Business Administration, International Business Administration

Rebecca Gatlin-Watts, MBA Coordinator

Phone: 450-5316

E-mail: rebeccag@mail.uca.edu

College Student Personnel Services and Administration

David McCalman, Graduate Coordinator

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

Community and Economic Development

David McCalman

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

Computer Science

Chenyi Hu, Chair

Phone: 450-5674
E-mail: chu@mail.uca.edu

Early Childhood/Special Education

Kathleen Atkins, Chair

Phone: 450-3169
E-mail: katkins@mail.uca.edu

Dave Naylor, Graduate Coordinator

Phone: 450-3171
E-mail: davidn@mail.uca.edu

English

Jay Ruud, Chair

Phone: 450-5100
E-mail:

James Fowler, Graduate Coordinator

Phone: 450-5107
E-mail: jamesf@mail.uca.edu

Family and Consumer Sciences

Mary Harlan, Chair

Phone: 450-5950
E-mail: maryh@mail.uca.edu

Geographic Information Systems

D. Brooks Green, Interim Chair, Geography

Phone: 450-5636
E-mail: brooksg@mail.uca.edu

Graduate School of Leadership, Management, and Administration

Jack Klotz, Graduate Advisor

Phone: 450-5209
E-mail: jklotz@mail.uca.edu

David McCalman, Graduate Advisor

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

Health Sciences

Emogene Fox, Chair

Phone: 450-3194
E-mail: emogenef@mail.uca.edu

Jane Lammers, Graduate Coordinator

Phone: 450-5511
E-mail: janel@mail.uca.edu

Health Systems

David McCalman, Graduate Coordinator

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

History

Ron Fritze, Chair

Phone: 450-3158

George Schuyler, Graduate Coordinator

Phone: 450-3158
E-mail: schuyler@mail.uca.edu

Kinesiology and Physical Education

Deborah Howell-Creswell, Chair

Phone: 450-3148
E-mail: debbieh@mail.uca.edu

Larry Titlow, Graduate Coordinator

Phone: 450-3148
E-mail: larryt@mail.uca.edu

Mathematics

Donna Foss, Chair

Phone: 450-3147
E-mail: donnaf@mail.uca.edu

Middle/Secondary Education and Instructional Technologies

Joe Arn, Chair

Phone: 450-3177
E-mail: joea@mail.uca.edu

Stephanie Huffman, Library Media, Graduate Coordinator

Phone: 450-450-5430
E-mail: steph@mail.uca.edu

Sherry Roberts, Training Systems, Graduate Coordinator

Phone: 450-5431
E-mail: sherryr@mail.uca.edu

Music

Jeff Showell, Chair

Phone: 450-3163
E-mail: jshowell@mail.uca.edu

Jane Dahlenburg, Graduate Coordinator

Phone: 450-3301
E-mail: dahlen@mail.uca.edu

Nursing

Barbara Williams, Chair

Phone: 450-3119
E-mail: barbaraw@mail.uca.edu

Rebecca Lancaster, Graduate Coordinator

Phone: 450-3119
E-mail: beckyl@mail.uca.edu

Occupational Therapy

Linda Musselman, Chair

Phone: 450-3192
E-mail: lindas@mail.uca.edu

Physical Therapy

Margaret McGee, Post-Professional

Phone: 450-5553
E-mail: mmcgee@mail.uca.edu

Nancy Reese, Entry Level

Phone: 450-5548
E-mail: nancyr@mail.uca.edu

Psychology and Counseling

David Skotko, Chair

Phone: 450-3193
E-mail: davids@mail.uca.edu

School Leadership

Jack Klotz, Graduate Advisor

Phone: 450-5209
E-mail: jklotz@mail.uca.edu

Speech-Language Pathology

John Lowe, Chair

Phone: 450-5479
E-mail:

Sharon Ross, Graduate Advisor

Phone: 450-3176
E-mail: sharonr@mail.uca.edu

Training Systems

Joe Arn, Chair

Phone: 450-3177
E-mail: joea@mail.uca.edu

World Languages--Spanish

Phillip Bailey, Chair

Phone: 450-3168
E-mail: phillipb@mail.uca.edu

Jaime Zambrano, Graduate Coordinator

Phone: 450-5647
E-mail: jaimez@mail.uca.edu

[4.2] Other Important Phone Numbers

Admission to Graduate Studies

Graduate Office

Phone: 450-3124

Bookstore

Rick Burton, Manager

Phone: 450-3166
E-mail: bksuca@bncollege.com

Graduate Bulletin

Web site: http://www.uca.edu/gradbulletin/

Business Office, Fee Payment

Rick McCollum

Phone: 450-5016
E-mail: rickm@mail.uca.edu

Joyce Reid

Phone: 450-5019
E-mail: jreid@mail.uca.edu

Candidacy

Graduate Office

Phone: 450-3124

Continuing Education

Kim Bradford, Dean

Phone: 450-3117
E-mail: kimb@mail.uca.edu

Counseling Center

Ernest Ness, Director

Phone: 450-3138
E-mail: eness@mail.uca.edu

Course Schedule

Web site: http://www2.uca.edu/schedule/

Financial Aid Office

Cheryl Lyons, Director

Phone: 450-3140
E-mail: clyons@mail.uca.edu

Graduate Assistantships

Graduate Office

Phone: 450-3124

Graduate Record Examinations

Graduate Office

Phone: 450-3124

Graduation

Graduate Office

Phone: 450-3124

Health Services

Candace Welcher, Director

Phone: 450-3136

Housing

Tom Pilgreen, Director

Phone: 450-5187
E-mail: tomp@mail.uca.edu

International Programs

Lisa Shoemake, Assistant Director

Phone: 450-5099
E-mail: lisas@mail.uca.edu

Library

Art Lichtenstein, Director

Phone: 450-5202
E-mail: artl@mail.uca.edu

Minority Services

Wendy Holbrook, Director

Phone: 450-3135
E-mail: wendyh@mail.uca.edu

Registrar

Anthony Sitz

Phone: 450-5200

E-mail: asitz@mail.uca.edu

Student Activities

Kendra Regehr, Director

Phone: 450-3235
E-mail: kendrap@mail.uca.edu

Student Support Services for Disabled Students

Crystal Hill, Director

Phone: 450-3135
E-mail: crystalh@mail.uca.edu

University Testing Services

Ardyce Coffey, Director

Phone: 450-3209
E-mail: acoffey@mail.uca.edu

Enrollment Certification

Phone: 450-5200

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/202.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 2.03

THE GRADUATE SCHOOL

[1] Statement of Purpose

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

The Graduate School has as its central purposes

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

[2] Graduate Degrees and Programs

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

[2.1] Graduate Certificate Programs

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

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

The master's, specialist's, and professional doctoral degrees are awarded to

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

- Ability to think logically and consistently as well as to integrate and synthesize knowledge;
- Understanding of methods to access knowledge and information within their discipline;
- Ability to write in a clear, consistent, and logical manner;
- Understanding of the interrelationships between their disciplines and others; and
- Awareness of how to deal with ethical dilemmas within their professions and apply knowledge about their disciplines to real-life situations.
- In addition to the above, graduates of the programs leading to the educational specialist or professional doctorate will demonstrate
- Ability and skill to fill advanced clinical and educational roles;
- Ability to contribute to the scholarship of practice; and
- Ability to provide leadership and service related to their professions and society.

[2.3] Doctor of Philosophy Degrees

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

PhD degree program graduates will demonstrate

- Skill in the conduct of original research, providing evidence of an understanding of research designs and the ability to formulate hypotheses, plan methodologies, gather data (quantitatively and qualitatively), draw conclusions, and effectively communicate research findings;
- Commitment to engage in scholarship after graduation and to discover new knowledge and develop theoretical principles that advance the understanding of their chosen disciplines;
- Breadth of knowledge of their disciplines and the research literature;
- Ability to teach at beginning and advanced levels of instruction;
- Leadership traits that guide their professions in identifying and resolving important questions and problems.

[3] List of Degrees and Programs

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

Doctor of Philosophy (PhD)

Physical Therapy
School Psychology

Doctor of Physical Therapy (DPT)

Educational Specialist (EdS)

Educational Leadership

International Master of Business Administration (IMBA)

Master of Arts (MA)

English
History
Mathematics Education
Spanish

Master of Business Administration (MBA)

Master of Music (MM)

Master of Science (MS)

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

Master of Science in Education (MSE)

Childhood Education (Early Childhood Education, Elementary Education, Elementary Education (emphasis in Gifted and Talented)
Reading
Special Education (Collaborative Instructional Specialist, Ages 0-8; Collaborative Instructional Specialist, Grades 4-12)

Master of Science in Nursing (MSN)

Graduate Certificate Programs

Geographic Information Systems

[4] Graduate Faculty Profile

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/203.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 2.04

ACADEMIC CALENDAR

The academic calendar is published for each semester in the schedule of classes. Students should consult that schedule for critical dates and deadlines relating to holidays, orientation, fee payment, registration, beginning of classes, dropping of courses, application for graduation, final examinations, and commencement. The academic calendar may be accessed on the UCA web site through a link from the Schedule of Classes: http://www2.uca.edu/schedule/.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/204.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 2.05

ADMISSION TO GRADUATE STUDY

[1] The Admission Process

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

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

[2] Preferred Dates for Applications

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

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

[3] Preference Given to Self-Managed Applications

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

[4] Graduate Admissions Examinations

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

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

[5] Types of Admission

[5.1] Regular

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

1. Obtained a baccalaureate degree from an accredited institution;
2. Achieved a minimum cumulative undergraduate GPA of 2.70 on a scale of 4.00 or at least a 3.00 in the last 60 semester hours of undergraduate study;
3. Achieved a minimum 3.00 GPA on any graduate course work previously taken at another accredited institution;
4. Submitted required test scores (GRE or GMAT-minimum score of 450); and
5. Met any additional program admission requirements (e.g., interview, statement of purpose) specified by the department/program. (See program requirements in this *Bulletin*.)

[5.2] Conditional

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

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

For each conditionally admitted student, the Graduate School and/or appropriate department will specify on the admission review form the conditions that need to be met for obtaining regular admission status, including a specified deadline, if applicable, for meeting these conditions. Conditionally admitted students are ineligible to receive financial aid, including graduate assistantships.

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

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

If prerequisites or other non-GPA departmental requirements are specified by a department as conditions for admission, the student will be admitted on a conditional basis or as a post-baccalaureate student until the specified prerequisites and any other requirements are completed.

[5.3] Concurrent

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

[5.4] Non-degree

Students who possess the minimum GPA for regular admission may choose to be admitted as a non-degree student. This classification is reserved for students who are undecided about their major field of emphasis, who choose to take work for upgrading their professional skills, or who wish to enroll in work for transferring to another graduate school. Any work taken by a non-degree student may subsequently be applied to fulfilling degree requirements when the student petitions

for and is accepted to candidacy in a degree program if the hours taken are applicable to the program. (Certain limitations may apply. See Petition for Degree Candidacy and Program of Study.) Students pursuing certification and not a degree will be assigned an advisor in the certification area.

[5.5] Transient

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

[6] Admission of International Students

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

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

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

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

Detailed information for international students is available from

Office of International Programs
3rd Floor Torreyson Library
Conway, AR 72035-0001 USA
Phone: (501) 450-3445 (voice), (501) 450-5095 (fax)

E-mail: oip@mail.uca.edu
Web: http://www.uca.edu/divisions/international

[7] Admission of Transfer Students and Transfer Credit

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

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

All transfer hours must be in courses for which an equivalent UCA course exists, and no transfer hours may be in extension or correspondence work. A minimum of 24 hours credit in residence at the University of Central Arkansas is required.

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/205.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 2.06

GENERAL REQUIREMENTS FOR GRADUATE STUDY

[1] Minimum Semester Hours

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

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

[2] Residence Credit

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

[3] Grades and Quality Points

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

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

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

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

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

approved by the student's advisor.

The grade of X (incomplete) is given only if satisfactory completion of the remaining course requirements can result in a passing grade for that semester's work. An X grade is not computed in the GPA. One calendar year is the maximum time limit for removal of an X grade except in individual study courses and theses. If one year passes and the X has not been removed, the grade is changed automatically to an F. An individual instructor may specify a shorter time period for removal of an X. The instructor is required to state, in writing, the requirements for removing the grade of X at the time it is assigned. One copy of the requirement is to be given to the registrar, one to the student, and one to the department chair; one copy is retained by the instructor. Failure of the student to meet these requirements may result in the X becoming an F. A student may not re-enroll in a course for which an X is in effect. No student may be cleared for conferral of a graduate degree until all incomplete (X) grades have been removed.

To obtain the qualitative index of a student's scholarship, the total number of quality points (QP) accumulated is divided by the total number of semester credit hours (SCH) attempted to give the ratio known as the grade point average (GPA): QP C7 SCH = GPA. For example, if a student has earned 96 quality points on 30 semester hours attempted, the GPA is 3.20 (96 ÷ 30 = 3.20). The following table shows quality points earned for each letter grade:

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

[4] Attendance

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

[5] Full-Time and Maximum Course Loads

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

[6] Advisement

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

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

Graduate students are encouraged to make appointments with their advisors each semester of enrollment. Non-degree students will be advised by the graduate dean or selected designee.

[7] Thesis/Dissertation

Departments determine whether they require, or provide an option for, master's students to submit a thesis. All PhD candidates will complete a dissertation. The *Thesis and Dissertation Preparation Guide* outlines the general timeline, policies, and procedure for producing a thesis or dissertation at the University of Central Arkansas. It is important to read and understand fully the contents of the manual, which is available from the Graduate Office or on the Graduate School web site at http://www.uca.edu/divisions/academic/graduate. The student must allow sufficient time for conducting the research and writing the thesis or dissertation.

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

[8] Appeal Procedures

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

[9] Academic Integrity

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

[10] Policy on Research with Human Subjects

Graduate or undergraduate student research programs may involve the use of human subjects. b Human subjectb is defined as an individual about whom an

investigator conducting research obtains (1) data through intervention or interaction with the individual or (2) identifiable, confidential information about the individual. Both federal and university regulations require that all proposed research projects involving human subjects be reviewed and approved by the Institutional Review Board prior to the initiation of such studies.

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

[11] Policy on Intellectual Property

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

[12] Statute of Limitations

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

[13] Second Master's Degree

Subject to the review of the graduate dean, college dean, department chair, and program advisor, students holding valid master's degrees from accredited graduate institutions, including UCA, may apply no more than six hours of approved course work completed as a part of the first master's degree toward a second master's degree. Transferring these six hours for specific courses in the program for the second master's degree will be indicated in writing as the program of study is prepared by the program advisor. These courses and those for which they substitute must be approved by the department chair. All remaining courses applied to satisfy the requirements for the second master's degree must be taken in residence at the University of Central Arkansas.

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

[14] Maintenance of Standards

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

[15] Withdrawal Policy

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/206.html

Graduate Bulletin
Document Number 2.07

PETITION FOR CANDIDACY AND PROGRAM OF STUDY

A graduate student wishing to pursue a degree must petition for candidacy to the selected degree program; the Petition for Candidacy includes a Program of Study. The student may apply for degree candidacy at the end of the enrollment period in which the total number of graduate hours accumulated reaches 9 or more. Normally, application must be made no later than the end of the enrollment period in which the accumulated total of graduate hours reaches 18. The student who has accumulated fewer than 9 hours at the beginning of a term and more than 18 at the end of that term must apply at the end of that particular enrollment period. Petition for degree candidacy cannot be filed until the student has removed any conditions assigned at the time of admission to graduate study.

A minimum of nine graduate hours must be completed after the student is admitted to candidacy.

Failure to petition for candidacy at the proper time may result in a delay in the conferral of the degree. In no case will a student be granted a graduate degree at the fall or spring commencement unless the petition for degree candidacy was accepted prior to the end of the first week of classes. In no case will a student be granted a graduate degree at the summer commencement unless the petition for degree candidacy was accepted prior to the end of the first week of the first summer term. Specific dates are listed in the academic calendar published in the university's schedule of classes. The student must submit to the Graduate School a typewritten original of the Petition for Candidacy form, including an approved program of study, signed by the student's advisor and department chair. The form is available on the web at http://www.uca.edu/divisions/academic/graduate.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/207.html

Graduate Bulletin
Document Number 2.08

APPLICATION FOR DEGREE AND GRADUATION

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

Application packets are available in the Graduate Office, Torreyson 328, and may be requested by calling 450-3124.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/208.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 2.09

ASSISTANTSHIPS & OTHER FORMS OF FINANCIAL AID

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

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

Various funding sources exist for graduate assistantships. In addition to assistants who receive funding from the Graduate School, other sources for support include grants, gifts, contracts, community service agencies, or various university departments, divisions, or centers. Approximately 175 graduate students receive assistantship funds each semester.

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

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

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

student will be terminated from the assistantship during that academic year.

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/209.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 2.10

FEES AND OTHER CHARGES

Fees and other charges are subject to change without notice.

[1] Graduate Application Fee

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

[2] General Registration and Other Mandatory Fees

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

Students admitted to programs in Dietetics, Nursing, Occupational Therapy, Physical Therapy, and Speech-Language Pathology pay an additional health sciences fee. Contact the individual department for information.

Students enrolled in classes in the Graduate School of Management, Leadership, and Administration (GSMLA) pay an additional GSMLA fee. Contact the Graduate School or GSMLA office for information.

[3] Late Registration Fee, Drop/Add Fee

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

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

Current information is linked from the Schedule of Classes page on-line at http://www2.uca.edu/schedule/index.php.

[4] Graduation Fee

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

[5] Withdrawal and Refunds from the University

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

[5.1] Withdrawals: Fall and Spring Semester

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

[5.2] Class Adjustments: Fall and Spring Semester

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

[5.3] Withdrawals: Summer Terms

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

[5.4] Class Adjustments: Summer Terms

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

[5.5] Room and Board Refunds

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

[6] Housing

On-campus housing costs are quoted in terms of room and board. Housing costs and prices of various meal plans may be obtained from the Housing Office, Bernard Hall, 450-3132.

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

[7] Post Office

A branch post office is maintained in the Student Center for the convenience of students and faculty. Resident students are required to rent a campus post office

box at a fee of $5.00 per semester, due with the first housing installment.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/210.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 2.11

RESOURCES AND SERVICES

[1] Torreyson Library

To meet its goal of providing services and resources for students and faculty, Torreyson Library makes available more than 500,000 printed volumes, nearly 900,000 microforms, and a subscription list of approximately 11,000 electronic books. In addition, the Library's document delivery service offers access to 47 million items in 41,000 libraries, worldwide. Torreyson Library subscribes to approximately 1,825 periodical titles. Web based subscription information services provide access to over 900 databases, including a number of extensive full text collections. Explore the library's on-line presence at http://library.uca.edu/. The Library is a depository for both federal and state government documents.

Special collections and services in the library include the Music Resource Center, with more than 16,500 musical scores and books, along with carrels for in-house listening of more than 3,500 sound recordings; the UCA Archives, focusing on the history of Arkansas and/or Arkansans, with holdings of more than 1500 manuscripts, 9,000 books, 4,500 pamphlets, 1,000 maps, 14,000 photographs, and 35,000 slides; and the Children's Literature Collection.

[2] Division of Continuing Education

Academic courses offered through the Division of Continuing Education are governed by different fee, refund, and registration policies than on-campus courses. These courses may include those held off-campus, taught off-schedule, funded by grants, or delivered through distance learning (Internet and compressed video). Copies of Continuing Education policies and information on course offerings are available in McCastlain Hall, (501) 450-5274, or on-line at http://www.uca.edu/conted.

[3] Computer Services

Personal computers are readily available in some departments and in computer laboratories, the library, and the student center. Statistical software packages are available for personal computers as well as on the university mainframe.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/02/211.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.01.00

ACCOUNTANCY

[1] Objectives

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

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

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

[2] Admission Requirements

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

1. Baccalaureate degree in accounting from accredited institution*
2. Undergraduate Grade Point Average (GPA) of 2.7 or above; or a Grade Point (GPA) of 3.0 in last 60 hours
3. Submission of a score of 450 or above on the Graduate Management Admission Test (GMAT).
4. Index minimum: 1000 when computed on overall GPA or last 60 hours of study.
5. Index formula: GPA × 200 + GMAT = Index.
6. A TOEFL (Test of English as a Second Language) score of 550 on paper version or 213 on computerized version for students whose first language is not English.

*In lieu of a baccalaureate degree in accounting, an applicant may be admitted by

presenting a baccalaureate degree in another field and credit in the following undergraduate courses or their equivalents (42 hours total):

Intermediate Accounting (6 hours)
Cost Accounting (3 hours)
Individual Taxation (3 hours)
Auditing (3 hours)
Non-Profit and Governmental Accounting (3 hours)
Microeconomics (3 hours)
Macroeconomics (3 hours)
Management (3 hours)
Marketing (3 hours)
Principles of Finance (3 hours)
Statistics (3 hours)
Business Law (3 hours)
Introduction to Management Information Systems (3 hours)

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

[3] Petition for Candidacy

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

[4] Degree Requirements

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

[5] Curriculum

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

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

[5.2] Electives (12 hours)

ACCT 5312 Advanced Accounting (see Note A)
ACCT 5316 Advanced Income Tax (see Note A)
MBA 6301 Decision Modeling in Information Systems
MBA 6302 Accounting for Management Decisions (see Note B)
MBA 6303 Managerial Economics
MBA 6304 Communication in Organization
MBA 6305 Financial Decision Making
MBA 6306 Legal Environment for Business Managers (see Note B)
MBA 6307 Entrepreneurship: The Act of Wealth Creation
MBA 6308 Marketing Strategies
MBA 6320 Strategic Management
MBA 6321 Integration of Business Disciplines
ACCT 6390 Special Problems in Accounting

[5.3] Concentration in Taxation

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

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

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

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

[6] Graduate Courses in Accountancy (ACCT)

Follow this link for ACCT course descriptions: course link.

[7] Graduate Courses in Business Administration (MBA)

Follow these links for MBA course descriptions: 5000-level and 6000-level.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30100.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.01.00.01

ACCOUNTANCY

Return to Accountancy

[1] Graduate Courses in Accountancy (ACCT)

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

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

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

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

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

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

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

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

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

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3010001.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.03.01

ART

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

[1] Graduate Courses in Art (ART)

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30301.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.06.01

BIOLOGY

[1] Objectives

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

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

[2] Program Admission Requirements

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

[3] Advisement

Once a student is admitted to the program, the department's Graduate Coordinator will assign a temporary advisor who will review the student's undergraduate record and recommend an initial program of study. Before the end of the second semester in which the student is officially enrolled in graduate school, the suggested membership of the student's Supervisory Committee must be submitted for approval to the department's Graduate Committee on the appropriate form. The Supervisory Committee will be chaired by a major professor (who must be a member of the graduate faculty), and must contain at least two other members of the biology faculty. Students not adhering to these requirements may be blocked from registering for classes in the next semester. The Supervisory Committee may be expanded to include faculty from other departments or institutions in cases where thesis work involves them. Once approved, the Supervisory Committee will

recommend subsequent courses to be taken by the student. For the thesis candidate, a proposal of thesis research must be approved by the Supervisory Committee, and by any other campus committees having regulatory oversight.

[4] Program Requirements

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

[4.1] MS with Thesis

[4.1.1] Course Requirements

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

[4.1.2] Other Requirements

A research thesis is required. After the thesis has been read and approved, and before the candidate is recommended to the Dean of the Graduate School for graduation, the committee will meet with the candidate for an oral examination, which will consist principally of a defense of the thesis. A majority of the student's committee must approve the thesis and its defense. If approval is denied, the candidate will not be recommended for graduation, but may be re-examined after at least one month.

[4.2] MS without Thesis

[4.2.1] Course Requirements

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

[4.2.2] Other Requirements

The topic reviewed in the Biological Literature course will be selected in consultation with the student's advisory committee. The review is expected to be comprehensive

and based on recent primary literature. Following evaluation by the student's advisory committee, the student must present a seminar on the topic to the faculty of the Department of Biology. In the student's final semester, the student's advisory committee will conduct a comprehensive written and oral examination. A majority of the committee must vote to pass the student, or the candidate will not be recommended for graduation. The candidate may be re-examined after an interval of not less than one month.

[5] Graduate Courses in Biology (BIOL)

Follow this link for BIOL course descriptions: course link.

[6] Gulf Research Laboratory Courses

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

[6] Graduate Courses in Science Education (SCI)

Follow this link for SCI course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30601.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.06.01.01

BIOLOGY

Return to Biology

[1] Graduate Courses in Biology (BIOL)

5100 FIELD STUDIES IN BIOLOGY This course is designed to broaden the student's field experience beyond that obtained in regular campus courses through concentrated firsthand observations of organisms and their environments. Prerequisite: Consent of department. On demand.

5171, 5271, 5371, 5471 INDEPENDENT STUDY Individual work under supervision, designed to supplement regularly organized courses in biology, and independent thesis research. On demand.

5210 SEMINAR IN BIOLOGY Ideas, concepts, philosophies, and trends in biological science. Prerequisite: Consent of instructor. On demand.

5250 SCANNING ELECTRON MICROSCOPY AND MICROANALYSIS Theory and practice of scanning electron microscopy and microanalysis, with training in sample preparation, examination and analysis, and imaging. Students will complete independent research projects. Prerequisites: PHYS 1420 or 1422. Spring.

5311 PATHOPHYSIOLOGY Discussion of disruptions in normal physiology, including the alterations, derangements, and mechanisms involved in these disruptions and how they manifest themselves as signs, symptoms, and laboratory findings. Prerequisite: BIOL 2405, 2407, 4460, or consent of instructor. Fall, summer.

5351 GENERAL PHARMACOLOGY How the body handles drugs and the effects of the various classes of drugs on body systems, including sites and mechanisms of action, therapeutic effects, side effects, and toxicology. Prerequisite: BIOL 2405, 2407, 4460, or consent of instructor. Spring.

5360 ENDOCRINOLOGY Study of the function and functioning of endocrine glands and the brain of the vertebrate body in regard to growth, puberty, reproduction, metabolism, stress, etc. Prerequisite: BIOL 3402. On demand.

5400 HISTOLOGY Surveys the microscopic anatomy of the vertebrate body. Fall.

5401 INVERTEBRATE ZOOLOGY Survey of the classification, functional morphology, and natural history of the invertebrate animals. Spring.

5402 VERTEBRATE ZOOLOGY Survey of the classification, functional morphology,

and natural history of the vertebrate animals. Fall.

5404 PLANT TAXONOMY The identification, nomenclature, and classification of vascular plants dealing largely with Arkansas flora; emphasis on plant families. Fall.

5405 DEVELOPMENTAL BIOLOGY Basic principles of development, covering genetic and cellular regulation of embryogenesis. Lab work includes experimental manipulation of vertebrate and invertebrate embryos. Spring.

5410 BIOLOGY OF LOWER PLANTS AND FUNGI The plant kingdom, excluding gymnosperms and angiosperms, with emphasis on the structure and reproductive habits of representatives of major plant groups. Alternate spring semesters.

5415 EVOLUTION Biological evolution from the Darwinian and Neo-Darwinian perspective; mechanisms of evolutionary change and overview of the history of life on earth. Prerequisite: BIOL 2490. Fall, spring.

5420 GENERAL MICROBIOLOGY Basic concepts of bacteriology, virology, mycology, protozoology, molecular biology, immunology, and pathogenic microbiology. Fall, spring.

5425 EXPERIMENTAL NEUROBIOLOGY Introduction to the structure and function of invertebrate and vertebrate nervous systems. Laboratory exercises involving invertebrates present techniques for studying nervous system function and research design. Fall.

5430 COMPARATIVE VERTEBRATE ANATOMY Comparative gross anatomy of the vertebrates. Laboratory work includes dissection of the dogfish shark, Necturus, and cat. Spring.

5435 ANIMAL BEHAVIOR An analysis of animal behavior from an ecological and evolutionary perspective. Prerequisite: MATH 2311 or equivalent. Spring.

5440 ENTOMOLOGY A study of the classification, evolution, anatomy, physiology, behavior, and ecology of insects. The course also explores how insects affect our lives and how harmful insects are controlled. Alternate fall semesters.

5445 BIOMETRY Applied biological statistics with an emphasis on experimental design and data analysis. Prerequisite: MATH 2311 or equivalent. Spring.

5450 PLANT ECOPHYSIOLOGY Study of the environment s impact on plant physiological processes, with emphasis on carbon assimilation and plant water relations. Laboratory work includes learning field methods used in plant ecophysiology. On demand.

5460 ANIMAL PHYSIOLOGY Study of how animals (vertebrates and invertebrates) meet normal functional needs and environmental changes. Laboratory work includes measurements and collection of data using living material. Prerequisite: BIOL 3402. Spring.

5461 PARASITOLOGY A course designed to familiarize students with the taxonomy, morphology, ecology, and life cycles of animal parasites. Alternate spring semesters.

5470 BIOLOGY OF SEED PLANTS Life cycles, external structure, anatomy of gymnosperms and angiosperms. Alternate spring semesters.

5530 EXPERIMENTAL MOLECULAR BIOLOGY Molecular biology of nucleic acids, with an emphasis on biotechnology and genetic engineering. The laboratory experience is a major component of the course. Prerequisite: BIOL 3402 or CHEM 4320. Alternate spring semesters.

5540 IMMUNOLOGY Cellular and molecular aspects of immunity (humoral and cell-mediated), cells and molecules of the immune system, and the role of the immune system during infections and cancer. Lab teaches contemporary techniques. Prerequisites: BIOL 2490, and BIOL 3402 or 4420. Alternate spring semesters.

6101, 6201, 6301 THESIS RESEARCH May be repeated for a maximum of six credit hours. On demand.

6102 GRADUATE SEMINAR Skills and understanding pertaining to independent work at the graduate level. An emphasis is placed on written and oral communication in the sciences. Fall, spring.

6171, 6271, 6371, 6471 INDEPENDENT STUDY Individual work under supervision, designed to supplement regularly organized courses in biology, and independent thesis research. On demand.

6290 BIOLOGICAL LITERATURE Use of abstracts, journals, and reference books in biology to prepare a comprehensive literature review and seminar. Prerequisite: Consent of advisory committee. On demand.

6330 HISTORY OF BIOLOGY A cultural history of biological science from the pre-Socratic Greeks to the present time. Alternate fall semesters.

6430 PROTEIN AND ENZYME BIOLOGY In-depth study of proteins and enzymes, including protein engineering. Emphasis is placed on the laboratory experience. On demand.

6440 ADVANCED DEVELOPMENTAL BIOLOGY Advanced studies of animal and plant development on the molecular, cellular, and tissue levels. On demand.

6442 AQUATIC ECOLOGY A study of the physical, chemical, and biological characteristics of bodies of water and the interrelationships of these characteristics. On demand.

6443 ADVANCED ECOLOGY Contemporary ideas and practices in several subdisciplines within ecology. Prerequisite: BIOL 3403. On demand.

6450 SYSTEMATICS AND CLASSIFICATION An in-depth study of the methods

and underlying philosophies of classifying organisms, emphasizing phylogenetic approaches. Application to the study of evolution, ecology, genetics, biogeography, behavior, and conservation. Alternate fall semesters.

6455 REGULATORY PHYSIOLOGY Some environmental influences on animals and plants and their responses to these influences. Prerequisite: BIOL 4450 or 4460. On demand.

6480 ADVANCED GENETICS A course designed to follow one in elementary genetics. Special emphasis is placed upon molecular aspects of the subject. Prerequisite: A course in elementary genetics. On demand.

6382 RECENT ADVANCES IN MOLECULAR BIOLOGY Literature-based course focused on molecular and cellular biology. Alternate fall semesters.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3060101.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.06.01.02

BIOLOGY

Return to Biology

[1] Gulf Coast Research Laboratory Courses

The Department of Biology is affiliated with the Gulf Coast Research Laboratory at Ocean Springs, Mississippi. The following graduate courses may be taken there for credit in the student's UCA program.

		SCH
503	Marine Invertebrate Zoology	3
503L	Marine Invertebrate Zoology Lab	3
504	Parasites of Marine Animals	3
504L	Parasites of Marine Animals Lab	3
505	Marine Ecology	3
505L	Marine Ecology Lab	2
506	Fauna/Faunistic Ecology Tidal Marshes	1
506L	Fauna/Faunistic Ecology Tidal Marshes Lab	3
507	Marine Aquaculture	3
507L	Marine Aquaculture Lab	3
508	Marine Ichthyology	3
508L	Marine Ichthyology Lab	3
509	Marine Microbiology	3
509L	Marine Microbiology Lab	2
520	Marine Phycology	2
520L	Marine Phycology Lab	2
521	Coastal Vegetation	2
521L	Coastal Vegetation Lab	1
522	Salt Marsh Plant Ecology	2
522L	Salt Marsh Plant Ecology Lab	2
523	Marine Mammals	2
523L	Marine Mammals Lab	2
530	Comparative Histology of Marine Organisms	3
530L	Comparative Histology of Marine Organisms Lab	3

590	Special Problems in Marine Science	TBA
591	Special Topics in Marine Science	TBA

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3060102.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.06.01.03

BIOLOGY

Return to Biology

[1] Graduate Courses in Science Education (SCI)

5422 SECONDARY SCIENCE TEACHING METHODS AND MATERIALS This course reviews instructional methods, curricula, and materials for secondary science classrooms, laboratories, and field trips. Teacher-devised evaluation instruments are reviewed and constructed. Field experience required. Prerequisites: Admission to teacher education, consent of instructor, and approval of the student's advisory committee and the Graduate Committee. Fall.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3060103.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.01.01

BUSINESS ADMINISTRATION

[1] Pre-MBA Program

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

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

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

See below for Pre-MBA ("leveling") courses.

[2] MBA and International MBA

[2.1] Objectives

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

The MBA program is designed to meet the needs of students preparing for positions in upper management in business and related organizations. The IMBA program is designed for students preparing for upper-management careers in multinational corporations or in any business engaged in international commerce. Each program offers students advanced study in the various functional areas of business, emphasizing teaming, communication, problem solving, research, computer technology, case studies, and project-based instruction. Students completing either program will apply their advanced knowledge and skills by engaging in projects with business.

The IMBA program requires the completion of 12 credit hours abroad at one of UCA's partner institutions. Note: Tuition for the IMBA study abroad semester is $3,500.

[2.2] Admission Requirements

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

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

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

[2.3] Petition for Candidacy

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

[2.4] Degree Requirements (MBA)

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

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

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

[2.5] Degree Requirements (IMBA)*

To receive the IMBA degree, the students must complete the following 36-semester hour program with a GPA of 3.00 or higher:

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

Electives: six hours of electives at the upper-division or graduate level in international business, international cultural, foreign language, or internship with business. Electives must be approved by MBA Director and may be taken abroad.

* **Note**: With the approval of the MBA Director, IMBA students may substitute courses taken abroad.

[3] Graduate Courses for the Pre-MBA (PMBA)

Follow this link for PMBA course descriptions: course link.

[4] Graduate Courses in Business Administration (MBA)

Follow this link for MBA course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30101.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.01.01.01

BUSINESS ADMINISTRATION

Return to Business Administration

[1] Courses in Business Administration (MBA)

Note: With the approval of the MBA Director, IMBA students may substitute courses taken abroad.

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

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

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

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

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

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

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

valuation.

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

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

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

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

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3010101.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.01.01.02

BUSINESS ADMINISTRATION

Return to Business Administration

[1] Graduate Courses for the Pre-MBA (PMBA)

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

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

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

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3010102.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.06.02

CHEMISTRY

Graduate courses in chemistry are designed to aid secondary school science teachers in their pursuit of an understanding of the logical development of the sciences and scientific inquiry method, to provide them with a comprehensive background to modern theories in chemistry, and to develop pedagogy unique to instruction in the physical sciences. UCA does not offer a graduate degree in chemistry.

[1] Graduate Courses in Chemistry (CHEM)

5100-5300 SPECIAL PROBLEMS IN CHEMISTRY Fall, spring.

5103 BIOCHEMISTRY LABORATORY A laboratory course in modern biochemical techniques investigating proteins, nucleic acids, carbohydrates, and lipids. Prerequisite: CHEM 3411; pre/corequisite: CHEM 4320. Fall.

5290 CHEMICAL LITERATURE Use of abstracts, journals, and reference books in chemistry. Practice in presentation of seminars. Prerequisite: CHEM 3411. Fall.

5325 BIOCHEMISTRY An introduction to the structural characteristics of major classes of biologically important molecules and the chemical reactions they undergo in living systems. Prerequisites: CHEM 1451, PHYS 1420, and MATH 2561. Spring.

5350 LABORATORY MANAGEMENT Discussion of practical issues involved in the supervision of instructional laboratories. Topics covered include design of facilities, laboratory protocol, safety, and disposal of chemicals. As needed.

5351 ENVIRONMENTAL CHEMISTRY Survey of important environmental issues with sound scientific principles as a basis. Energy, the atmosphere, the hydrosphere, and the biosphere will be covered. Three lectures per week. Prerequisites: CHEM 3411 and 3520. Spring.

5380 ADVANCED INORGANIC CHEMISTRY Theories and concepts of modern inorganic chemistry. Prerequisite: CHEM 4450. Fall.

5390 SPECIAL PROBLEMS FOR HIGH SCHOOL CHEMISTRY TEACHERS A course for high school teachers of chemistry; includes demonstrations by the instructor(s) and participants, laboratory safety, high school textbook evaluation, and selected lectures on household and industrial chemistry applications. Prerequisite: CHEM 1451, commitment to high school teaching. As needed.

5450 PHYSICAL CHEMISTRY I Modern theoretical chemistry with laboratory applications; quantum mechanics and spectroscopy. Three lectures and three hours

of laboratory per week. Prerequisites: CHEM 1451, PHYS 1420, and MATH 2561. Spring.

5451 ADVANCED ANALYTICAL CHEMISTRY Modern methods of analysis, stressing instrumentation. Two lectures and six hours of laboratory per week. Prerequisite: CHEM 3520. Spring.

5460 PHYSICAL CHEMISTRY II Continuation of CHEM 5450. Thermodynamics, kinetics, and electrochemistry. Three lectures and three hours of laboratory per week. Prerequisite: CHEM 5450. Fall.

6300 LABORATORY DEMONSTRATIONS IN CHEMISTRY Practical chemistry demonstrations for the science teacher. Includes lectures, laboratory, and library work. Prerequisite: CHEM 1451. As needed.

6320 HISTORY OF CHEMISTRY Designed to give the student of chemistry a better understanding and appreciation of the subject, beginning with the earliest concept of an element in the early Greek period. Prerequisite: CHEM 1451. As needed.

6340 MODERN CHEMISTRY Theories and practices of modern chemistry. Prerequisite: CHEM 1451. As needed.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30602.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.02

CHILDHOOD EDUCATION

[1] Objectives

The major purpose of the MSE programs offered through the Department of Early Childhood and Special Education is to offer advanced preparation in assessment, planning, and instructional strategies to personnel working with school age children. MSE programs are standards based, designed around exemplary educational practices, and aligned with the Arkansas Curriculum Frameworks. Programs are currently available at the master's level in reading and special education; graduate programs in early childhood education and gifted education are under revision.

[2] Guidelines for MSE in Reading

1. In addition to the general application and GPA requirements of the UCA Graduate School, applicants must
    a. Submit valid general education teaching license;
    b. Submit two letters of reference from practicing professionals who can speak to the candidate's knowledge, performance, dispositions, and capability to complete a master's program; and
    c. Submit appropriate scores on the Graduate Record Examinations.
2. No more than three hours may be transferred from another institution of higher education. These three hours will be elective credit only and will not be considered as a substitution for any core requirement.
3. The Program of Study must be filed prior to enrollment in the 12th hour.
4. Research Methods must be taken before the 12th hour.
5. Application for participation in the Comprehensive Examination can only be filed after the completion of the 24th hour.
6. Participation in the Comprehensive Examination can only take place during the final semester of study.
7. Students who fail the Reading Comprehensive Examination on the initial attempt may, after one semester has elapsed, apply for re-examination. This second attempt shall be the final opportunity to participate in the Reading Comprehensive Examination. Should the student fail the second attempt, the degree will not be awarded.
8. Students who fail to apply after two years have elapsed since the initial unsuccessful attempt on the Reading Comprehensive Examination shall be denied application, and the degree will not be awarded.

[3] Programs of Study

[3.1] Early Childhood and Gifted Education

Graduate programs in Early Childhood and Gifted Education are under revision. For more information please contact the Department of Early Childhood and Special Education.

[3.2] Reading

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

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

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

Follow this link for ECSE course descriptions: course link.

[5] Graduate Courses in Middle/Secondary Education and Instructional Technologies (MSIT)

Follow this link for MSIT course descriptions: course link.

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

Follow this link for LIBM course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30202.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.02

GRADUATE PROGRAMS IN EDUCAITON

Return to Childhood Education | Special Education

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

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

5330 SUPERVISION OF STUDENT TEACHING Strategies, policies, and practices involved in the successful supervision of student teaching.

6270 LABORATORY PRACTICES FOR CHILDREN WITH DISABILITIES 0-3 Provides supervised experience in the area of instructional specialist ages 0-3. Prerequisites: Completion of all special education core courses and ECSE 6322 and 6337; must be taken concurrently with ECSE 6271, 6272, 6327, and 6330. Summer.

6271 LABORATORY PRACTICES FOR CHILDREN WITH DISABILITIES 3-5 Provides supervised experience in the area of instructional specialist ages 3-5. Prerequisites: Completion of all special education core courses and ECSE 6322 and 6337; must be taken concurrently with ECSE 6270, 6272, 6327, and 6330. Summer.

6272 LABORATORY PRACTICES FOR CHILDREN WITH DISABILITIES 5-8 Provides supervised experiences in the area of instructional specialist ages 5-8. Prerequisites: Completion of all special education core courses and ECSE 6322 and 6337; must be taken concurrently with ECSE 6270, 6271, 6327, and 6330. Summer.

6300 PHILOSOPHICAL, HISTORICAL, AND LEGAL ASPECTS OF SPECIAL EDUCATION Examines historical and current trends of special education services, program philosophies, and program practices. Legal foundation and issues, special education terminology, and professional roles are addressed. This is the first course in the instructional specialist core courses. Spring, summer.

6301 APPLICATION OF RESEARCH IN ELEMENTARY EDUCATION Application of recent research into the elementary classroom.

6302 MEDICAL AND EDUCATIONAL ASPECTS OF DISABILITIES Examines the medical, psychological, and educational implications for individuals with disabilities. Prerequisite(s): None; may be taken concurrently with ECSE 6300. Summer.

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

used and observed in the classroom. Prerequisite: ECSE 6300; may be taken concurrently with 6302. Summer.

6306 FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS Examines the impact of children with disabilities on families and the various theoretical approaches to family functioning. The course includes the factors that affect family structure, the family's role in their child's development, and the techniques for identifying family strengths and needs. In addition, theory, research, and practice of family/school/community partnerships and the effect diversity, including disability, has on such partnerships is discussed. Prerequisites: ECSE 6300 and 6302; may be taken concurrently with 6304. Fall, summer.

6308 EDUCATIONAL ASSESSMENT IN SPECIAL EDUCATION Examines the theory, research, and practices of testing students with disabilities in the classroom. The course emphasizes the assessment process as well as the practical skills needed to assess students with special needs. Prerequisites: ECSE 6300, 6302, and 6304; may be taken concurrently with 6306. Fall.

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

6313 PROBLEMS AND ISSUES IN INDIVIDUALIZED EDUCATIONAL PLANNING Methods in informal diagnosis and prescriptive programming that provide the teacher with skills to determine the child's learning style and to successfully plan instructional sequences appropriate to the child's changing skill needs.

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

6318 MODIFICATIONS IN THE GENERAL CLASSROOM Mashburn Institute Curriculum.

6320 LEARNING STRATEGIES FOR EXCEPTIONAL LEARNERS Mashburn Institute Curriculum.

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

6325 TEACHING CHILDREN WITH ATTENTION DEFICIT DISORDERS This

course will examine the characteristics, assessment, and management of ADD. It will provide training in the development of behavioral and academic intervention techniques designed to meet the educational needs of children with ADD.

6327 EDUCATIONAL PROGRAMMING FOR CHILDREN AGES 0-5 WITH DISABILITIES Examines curricula issues, instructional arrangements, and management techniques for meeting the needs of children ages birth to age five with disabilities. Emphasis is placed on skills needed by instructional specialists to be successful in various community and school settings. Prerequisites: Completion of all special education core courses and ECSE 6322 (may be taken concurrently with ECSE 6322). Summer.

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

6331 ELEMENTARY SCHOOL CURRICULUM A comprehensive examination of all facets of the elementary school curriculum and an examination of the research of new developments in the elementary school curricula.

6334 ADVANCED STRATEGIES AND RESEARCH IN READING INSTRUCTION TO STUDENTS WITH DISABILITIES The goal of this course is to assist the graduate student in obtaining a comprehensive knowledge base and a solid understanding of the contemporary trends/issues pertaining to the teaching of reading skills to students with handicaps.

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

6337 EDUCATIONAL PROGRAMMING FOR CHILDREN AGES 5-8 WITH DISABILITIES Examines curricula issues, instructional strategies, learning environments, instructional arrangements, and management techniques for meeting the needs of children ages five to eight with disabilities. Emphasis is placed on skills needed to be successful in a variety of community and school settings. Prerequisites: Completion of all special education core courses and ECSE 6322. Spring.

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

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

6343 CLINICAL PRACTICUM IN READING I Diagnosis and treatment of reading disability cases under supervision. Prerequisite: ECSE 6314 and consent of instructor. Summer.

6344 CLINICAL PRACTICUM IN READING II Extension and further development of skills learned in Practicum I. Prerequisite: ECSE 6343 and consent of instructor. Summer.

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

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

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

6353 INTRODUCTION TO GIFTED EDUCATION This course will explore the characteristics of the gifted, talented, and creative child in public schools.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN This course will examine the development of the Individual Family Service Plan (IFSP). Professionals from involved disciplines will discuss transdisciplinary strategies and materials use with young children with special needs in a variety of settings.

6355 CURRICULUM FOR GIFTED PROGRAMS The rationale and design of curricula specifically for gifted students in educational programs. Prerequisite: PSYC 6345 or ECSE 6353.

6356 SPEECH AND LANGUAGE DEVELOPMENT FOR CHILDREN WITH DISABILITIES Study of classification, etiology, abnormalities in growth and development, relationship of speech to handicapping conditions, diagnosis of speech of handicapped children and therapeutic measures used in development of speech and language of handicapped children.

6357 CREATIVITY FOR THE GIFTED AND TALENTED Exploration of the characteristics of the creatively gifted student and provision for analysis of the theoretical models and their applications. Prerequisites: ECSE 6353, PSYC 6345, MSIT 6380.

6358 STRATEGIES FOR THE GIFTED AND TALENTED This course examines the differentiated teaching strategies necessary to effectively provide appropriate experiences, materials, and environments conducive to optimum learning/development of the gifted and talented. Prerequisite: ECSE 6355.

6359 SEMINAR IN CONTEMPORARY ISSUES IN GIFTED EDUCATION The review and evaluation of current issues, trends, and research in gifted education. Prerequisite: ECSE 6353.

6360 FAMILIES OF YOUNG CHILDREN WITH DISABILITIES This course will examine the impact of children (0-5) with disabilities on the family system.

6361 MEDICAL PROBLEMS AND HEALTH CARE OF YOUNG CHILDREN WITH DISABILITIES This course will examine medical conditions commonly associated with children having significant disabilities with an emphasis on early medical identification and prevention. Health care concerns and procedures will be discussed.

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

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

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

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

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

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

6373 HISTORICAL AND THEORETICAL APPROACH TO EARLY CHILDHOOD EDUCATION Analysis of various approaches to early childhood education.

6374 CURRICULUM RATIONALE FOR EARLY CHILDHOOD EDUCATION Analysis of different curricula in early childhood programs. Prerequisite: ECSE 6373.

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

6382 PROBLEMS IN EARLY CHILDHOOD EDUCATION

6383 INDEPENDENT RESEARCH IN SPECIAL EDUCATION Qualified graduate students outline and spend a minimum of 54 clock hours per semester on a problem.

6384 PRINCIPLES OF LEARNING APPLIED TO EARLY CHILDHOOD EDUCATION PROGRAMS Learning principles such as expectations, modeling, reinforcement, involvement, and support and a study of their application in early childhood programs.

6386 PRINCIPLES OF CHILD DEVELOPMENT APPLIED TO EARLY CHILDHOOD EDUCATION PROGRAMS A psychological analysis of educational programs for young children, including Piaget, Skinner, Montessori, responsive environments, contingency management, social dramatic play, and didactic teaching.

6387 PRACTICUM I: EDUCATIONAL PRACTICES IN EARLY CHILDHOOD EDUCATION Opportunity to implement educational practices for young children in individual, small, and classic group situations. Prerequisites: ECSE 6373, 6374, 6384, and 6386.

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

6389 PRACTICUM II: EDUCATIONAL PRACTICES IN GIFTED EDUCATION Educational practices in gifted programs. Prerequisite: ECSE 6355.

6391 ADVANCED PRACTICUM: EDUCATIONAL PRACTICE IN GIFTED EDUCATION Experience in the gifted classroom to include identification and program/curriculum planning, implementation, and evaluation. Prerequisite: ECSE 6355.

6396 THESIS RESEARCH Qualified graduate students design and implement a research thesis.

6397 THESIS RESEARCH Qualified graduate students design and implement a research thesis.

6601 LABORATORY EXPERIENCES IN ELEMENTARY EDUCATION Supervised clinical experiences in elementary education. Prerequisite: completion of all course work leading to certification in elementary education.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3020201.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.02.02

GRADUATE PROGRAMS IN EDUCATION

Return to Childhood Education | Special Education | Educational Leadership

[1] Graduate Courses in Middle/Secondary Education and Instructional Technologies (MSIT)

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

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

5340 TEACHING PEOPLE OF OTHER CULTURES The course will assist teachers in developing knowledge and awareness of students from different languages and cultural perspectives and prepare them to respect and address those differences in the academic classroom. On demand.

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

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

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

6302 MODELS OF TEACHING Study of models of instruction. On demand.

6320 PHILOSOPHIES OF EDUCATION Various systems of educational theory and practice with emphasis on the application of these theories. On demand.

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

6330 SECONDARY SCHOOL CURRICULUM Principles and techniques in selecting and organizing curricular materials. On demand

6332 DIRECTED STUDY IN CURRICULUM AND INSTRUCTION An independent study for the candidate to complete an action research project and to develop a professional assessment portfolio. On demand.

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

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

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

7320 INTERNSHIP IN CURRICULUM AND INSTRUCTION A field-based experience to bridge the gap between theory and application to actual school situations. Prerequisite: Advance approval of advisor required. On demand.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3020202.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.07.01

COLLEGE STUDENT PERSONNEL SERVICES AND ADMINISTRATION

[1] Program Summary

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

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

[2] Objectives

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

[3] Admission Requirements

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

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

[4] Program Requirements/Curriculum

The degree consists of 48 semester hours of graduate credit. A portfolio is maintained throughout the program illustrating the student's mastery of concepts and their applications. Written and oral comprehensive examinations are required. The curriculum consists of three components: Foundational Studies, Professional Studies, and Supervised Practice.

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

Courses include the CSPA courses linked below and the following courses from other areas (follow links): PSYC 6354, 6356; GSML 6315, 6116-6316, 6311, 6350; MSCD 6360; PMBA 5340; MBA 6304; COUN 6342.

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

Follow this link to CSPA course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30701.html

COLLEGE STUDENT PERSONNEL SERVICES AND ADMINISTRATION

Return to College Student Personnel Services and Administration

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

6392 THE COLLEGE STUDENT Analysis of college student characteristics and the student culture; nontraditional student subgroups; student attitudes, values, and beliefs; concepts and models which promote student learning, and assessment of student growth.

6310 AMERICAN HIGHER EDUCATION The historical development of American higher education against the background of political, social, economic, cultural and intellectual issues will be examined from its founding to the present for contemporary application.

6391 PRINCIPLES AND PRACTICES IN STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION This course provides an overview of the conceptual and operational aspects that impact the student personnel programs of higher education institutions in the United States. It is intended to offer students who may be pursuing careers in student affairs information about the structures and issues that they may encounter within a variety of institutional settings.

6320 ETHICS AND LAW IN HIGHER EDUCATION The purpose of this course is to introduce the learner to the basic and current legal and ethical concepts that face American higher education today. Topics to be discussed will be the basis from which higher education law comes, current (case, state and regulatory) law, as well as risk management and liability issues for higher education.

6370, 6371 INTERNSHIP This course provides the student with the opportunity to apply knowledge about student development offices in institutions of higher education. Student will work as part of a functioning office or service and will be considered part of the team integral to the accomplishment of that entityb s mission. Experiences are cooperatively planned and guided by university personnel. Note: This course may be taken twice for credit.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3070101.html

COMMUNITY AND ECONOMIC DEVELOPMENT

[1] Program Mission

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

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

[2] Program Admission Requirements

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

[3] Program Requirements

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

[3.1] Core Courses (24 SCH)

GSML 6311 Leadership and Decision-making
MSCD 6310 Community and Economic Development Seminar
MSCD 6315 Applied Research Methods and Data Analysis

MSCD 6320 Holistic Planning and the Community
MSCD 6330 Community Development Policy Analysis
MSCD 6340 Economic and Industrial Development
MSCD 6350 Financing Community and Economic Development
MSCD 6360 Cultural Differentiation and Outreach
MSCD 6370 Community and Economic Development Internship

[3.2] Electives (9 SCH)

To be taken in one of three areas of emphasis:

[3.2.1] Community Development

GSML 6313 Transportation and Infrastructure
GSML 6330 Grant Writing
MSCD 6318 Budgeting and Community Development
PSCI 5375 Intergovernmental Relations

[3.2.2] Planning, Land-Use, and GIS

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

[3.2.3] Criminal Justice

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

[4] Graduate Courses in Community Development (MSCD)

Follow this link to MSCD course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30702.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.07.02.01

COMMUNITY AND ECONOMIC DEVELOPMENT

Return to Community and Economic Development

[1] Courses in Community and Economic Development (MSCD)

6310 COMMUNITY AND ECONOMIC DEVELOPMENT SEMINAR An introduction to the field of community development as a discipline of study including the underlying principles of development.

6315 APPLIED RESEARCH METHODS AND DATA ANALYSIS An introduction to some quantitative methodologies used to analyze public policies. The course provides students with the necessary statistical tools to analyze data and perform quantitative research.

6318 BUDGETING AND COMMUNITY DEVELOPMENT This course will focus upon the administrative and political aspects of budgeting as they apply to community development.

6320 HOLISTIC PLANNING AND THE COMMUNITY An introduction to planning with reference to applications in the field of community development, including the underlying principles of planning as a discipline.

6330 COMMUNITY DEVELOPMENT POLICY ANALYSIS A general introduction to the field of public policy analysis.

6340 ECONOMIC AND INDUSTRIAL DEVELOPMENT An introduction to the field of industrial and economic development as a discipline of study including the underlying principles of that field.

6350 FINANCING COMMUNITY AND ECONOMIC DEVELOPMENT This course provides a broad overview of government budgeting, develops an understanding of how budgeting affects government decisions, and explores the relationship of government budgeting to community development.

6360 CULTURAL DIFFERENTIATION AND OUTREACH This course explores issues of diversity in the community development field.

6370 COMMUNITY AND ECONOMIC DEVELOPMENT INTERNSHIP This course provides an opportunity to apply the knowledge being acquired through the course of study in the MS in CED program in a real-world setting by active employment in a community development organization or agency involved in the development process.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3070201.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.06.03

COMPUTER SCIENCES

[1] Objectives

The Master of Science in Applied Computing is designed to prepare computer and information technology professionals for a variety of employment in a wide range of knowledge-based (KB) and information technology (IT) companies and government agencies. A key component of the applied nature of the degree is the requirement to complete a project, in lieu of a thesis, in association with a KB/IT company so that students acquire in-depth knowledge in at least one facet of computer science. The program is flexibly structured to meet the needs of both part-time and full-time students through both day and evening course offerings.

[2] Program Admission Requirements

Candidates must meet the university's general requirements for admission to graduate study. In addition, acceptance into the program will be based on the candidate's performance as an undergraduate, skills obtained since graduation, GRE General Test score, and letters of reference. The department's admissions committee will determine the deficiencies of any candidate not having an undergraduate degree in computer science and not having adequate preparation in computer science; such candidates will be required to successfully complete the appropriate undergraduate courses as determined by the admissions committee before they are allowed to enroll in graduate courses. No leveling course can be applied toward the degree requirements.

[3] Program Completion Requirements

The degree requires a total of 33 credit hours: 12 of required core courses, 15 of approved elective courses, and 6 of a project in lieu of a thesis. The student must also pass an oral examination conducted by the major advisor and the other members of the student's advisory committee.

[4] Advisement

When a student is admitted to the program, the Graduate Coordinator of the Department of Computer Science will review the student's undergraduate and employment records, recommend an initial program of study, and serve as the initial advisor. Before the student completes nine credit hours or one semester of graduate work, a computer science professor should be selected to become the major advisor. The professor and the student will work together on selecting the remainder of the courses required for the degree and on working with a KB/IT company on selecting a project in lieu of the thesis. An advisory committee made up of three faculty members, including the major advisor, will be selected by the Graduate

Coordinator and the major advisor. The task of the advisory committee is to oversee the topic selected for the project, assess progress on a regular basis, and conduct the oral examination over the project.

[5] Graduate Courses in Computer Science (CSCI)

Follow this link to CSCI course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30603.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.06.03.01

COMPUTER SCIENCE

Return to Computer Science

[1] Graduate Courses in Computer Science (CSCI)

6300 DISTRIBUTED OPERATING SYSTEMS I Continuation of topics in CSCI 4300 covering process synchronization, language mechanism for concurrency, deadlock, virtual memory, distributed systems concepts and architecture, layered systems, distributed process management, and associated algorithms. Core course.

6305 DISTRIBUTED OPERATING SYSTEMS II Continuation of topics in CSCI 6300 covering distributed processes (synchronization, communication, and scheduling), distributed resources (files and memory), distributed computer security, and associated distributed algorithms. Elective course.

6325 CONCURRENT PROGRAMMING A study of the algorithms, data structures, and programming techniques of concurrent computation. Topics covered include principles of parallel hardware, principles of concurrent system design, communication topologies, the development, measurement, and tuning of concurrent programs, design of concurrent algorithms, performance metrics for concurrent systems, and special problems with distributed concurrent systems. Elective course.

6330 ALGORITHMS II Continuation of CSCI 3330. More advanced algorithms and mathematical modeling of algorithm complexities. Topics include compression/decompression, cryptology, geometric algorithms, graph algorithms, and mathematical algorithms. Elective course.

6335 NETWORKING II Continuation of CSCI 4330. More advanced topics concerning data communications and computer networks. Topics include issues at all 7 layers of the OSI layered development model. Core course.

6350 COMPUTER GRAPHICS II Continuation of CSCI 4350. More advanced features of 3D computer graphics and OpenGL, including texture mapping, curved surfaces, and frame buffer manipulation. Elective course.

6355 EXPERT SYSTEMS This course covers the basic principles of expert systems development and studies prominent examples of successful commercial expert systems. Elective course.

6360 TOPICS IN ADVANCED COMPUTER SCIENCE Study of new and advanced topics in computing. Elective course.

6365 ADVANCED THEORY OF COMPUTATION Continuation of topics in CSCI 4390. Context-free languages and push-down automaton, Turing machines, formal grammars, and computation complexity. Core course.

6370 DATABASE II Study of algorithms and performance in advanced databases. Systems include parallel, distributed, and client-server databases; applications include data mining and on-line analytical processing. Core course.

6375 COMPUTER NETWORKS PERFORMANCE ANALYSIS Methods for evaluating the performance of communication networks with emphasis on modeling, mathematical analysis, computer simulation, and measurement. Elective course.

6380 COMPUTER ARCHITECTURE II Topics concerning very high performance computers including techniques exploiting parallelism in single and multiple processor systems. Core course.

6381 OBJECT-ORIENTED SOFTWARE DEVELOPMENT II This course investigates the application of object-oriented software development to large systems with the emphasis on object-oriented design. Students learn object-oriented principles from practical experience through the development of a large system in group projects. Elective course.

6385 ARTIFICIAL INTELLIGENCE II Continuation of topics in CSCI 4385. Knowledge representation, learning, problem solving, natural language processing, vision and robotics, neural networks, expert systems, and AI programming languages (LISP/Scheme or Prolog). Elective course.

6390 SOFTWARE ENGINEERING II The process of developing software systems. Includes development of processes, their instantiation in actual product development, and techniques ensuring quality of developed products. Core course.

6395 INDEPENDENT STUDIES Investigation of a specific computer science area by a student or small group of students working closely with a PhD faculty member of the CSCI department. Elective course.

6X99 CONTINUING PROJECT Investigation of a specific computer science area by a student working with a graduate faculty member of the CSCI department who has been chosen to be the project advisor. Variable credit, 1-6 hours; degree program requires successful completion of 6 hours.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3060301.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.05.01

ENGLISH

[1] Objectives

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

[2] Program Admission Requirements

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

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

[3] Degree Requirements

Candidates must fulfill one of the following plans:

1. Satisfactorily complete 30 hours of English and pass a comprehensive examination based upon the department's Master's Reading list.
2. Satisfactorily complete 24 hours of English, pass a comprehensive examination based upon the department's Master's Reading List, prepare a thesis for which 6 hours of credit are earned, and pass an oral examination over the subject matter of the thesis.

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

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

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

[4] Graduate Courses in English (ENGL)

Follow this link to ENGL course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30501.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.05.01.01

ENGLISH

Return to English

[1] Graduate Courses in English (ENGL)

5301 THE RENAISSANCE Major non-dramatic writers of Tudor and early Stuart England. On demand.

5304 STUDIES IN BRITISH AND AMERICAN LITERATURE Concentrated study of varied topics on groups of writers, literary movements, or particular sub-genres. May be taken only once without approval of the department chair. On demand.

5305 MEDIEVAL ENGLISH LITERATURE An overview of medieval English literature (exclusive of Chaucer). Anglo-Saxon and some Middle English texts will be taught in translation, but Middle English will be retained whenever possible. On demand.

5311 THE NEOCLASSICAL PERIOD Major writers from the Restoration to the end of the eighteenth century. On demand.

5312 AMERICAN PROVINCIAL LITERATURE American literature from its beginnings to 1830. On demand.

5313 AMERICAN ROMANTICISM AND REALISM The major works in American Romanticism, 1830-1900. On demand.

5320 THE ROMANTIC PERIOD English Romanticism from its eighteenth-century precursors through major Romantic writers of prose and poetry. On demand.

5321 THE VICTORIAN PERIOD Poetry and prose of major English writers of the latter part of the nineteenth century. On demand.

5330 SHAKESPEARE I A critical survey of representative Shakespearean comedies, tragedies, history plays, and the sonnets. On demand.

5331 SHAKESPEARE II Similar to Shakespeare I, using other plays in each of the several genres, and the narrative poems. On demand.

5340 CHAUCER Chaucer's major works viewed against the background of medieval life and thought. On demand.

5341 MILTON Milton's major poems and selected prose viewed against the background of seventeenth-century life and thought. On demand.

5342 THE SEVENTEENTH CENTURY Non-dramatic writings from 1603 to 1660, exclusive of Milton. On demand.

5343 TUDOR-STUART DRAMA Representative plays of the late sixteenth and early seventeenth centuries, exclusive of Shakespeare. On demand.

5344 ENGLISH DRAMA: 1660-PRESENT English drama from the reopening of the theaters in 1660 to the present. On demand.

5352 AMERICAN MODERNISM, 1900-1945 American literature from 1900 to 1945. On demand.

5353 AMERICAN POSTMODERNISM, 1946-PRESENT American literature from the end of World War II to the present. On demand.

5360 HISTORY AND STRUCTURE OF THE ENGLISH LANGUAGE A survey of English from the Anglo-Saxon to the modern period. Attention will be paid to the social, political and literary matrix within which the language developed. Annually.

5361 LITERATURE FOR ADOLESCENTS Literature for adolescent readers and exploration of motivational approaches to teaching literature in secondary schools. Annually.

5372 EIGHTEENTH-CENTURY ENGLISH NOVEL Major English novels of the eighteenth century. On demand.

5373 NINETEENTH-CENTURY ENGLISH NOVEL Major English novels of the nineteenth century. On demand.

5374 TWENTIETH-CENTURY ENGLISH NOVEL Major English novels of the twentieth century. On demand.

5375 TWENTIETH-CENTURY ENGLISH POETRY Major poetry by English authors of the twentieth century. On demand.

5380 AFRICAN AND AFRICAN-AMERICAN LITERATURE Survey of African and African-American literature from the eighteenth century to the present. Annually.

6301 SEMINAR IN ENGLISH MEDIEVALISM Concentrated study of a special topic in English medieval literature. On demand.

6302 SEMINAR IN THE RENAISSANCE Concentrated study of a special topic in English Renaissance literature. On demand.

6303 SEMINAR IN NEOCLASSICISM Concentrated study of a special topic in English Neoclassical literature. On demand.

6304 SEMINAR IN ROMANTICISM Concentrated study of a special topic in English Romantic literature. On demand.

6305 SEMINAR IN THE VICTORIAN PERIOD Concentrated study of a special topic in English literature of the Victorian period. On demand.

6306 SEMINAR IN MODERNISM Concentrated study of a special topic in English literature from 1900 to the present. On demand.

6320 AMERICAN ROMANTIC PERIOD Critical and textual studies of selected works of one or more of the following authors: Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman. On demand.

6321 READINGS IN AMERICAN LITERATURE Works and literary reputation of selected American authors. A student will be allowed to take a maximum of two different seminar topics. On demand.

6340 HEMINGWAY AND FAULKNER Study of selected works of Hemingway and Faulkner. On demand.

6370 EXPATRIATES AND NATIVES Study of selected works of American authors from 1914 to 1940. On demand.

6391 THESIS RESEARCH

6392 THESIS RESEARCH

6393 RESEARCH METHODS IN ENGLISH Familiarization with the tools and methods of literary research and criticism at the graduate level and with common types of scholarly writing. Annually.

6394 GRADUATE INDEPENDENT STUDY Aspects of language and literature which an individual graduate student desires to study but which are not intensely covered in any existing course. The student taking this course must arrange for a graduate professor to direct the study and must procure the permission of the department chairperson. May be taken only one time.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3050101.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.01

FAMILY AND CONSUMER SCIENCES

[1] Objectives

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

[2] Dietetic Internship

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

[2.1] Dietetic Internship Entrance Requirements

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

[3] Master of Science Degree

[3.1] Program Admission Requirements

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

[3.2] Degree Requirements

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

[3.2.1] Thesis Option (30 hours)

1. Core requirements (9 hours): FACS 6300, MSIT 6380 or MSIT 6382 or substitute course approved by department chair.
2. Thesis research (6 hours): FACS 6344, 6345 (The procedures for selecting and writing a thesis will be those prescribed in the current UCA *Thesis and Dissertation Preparation Guide*, available in the Graduate Office or on-line at http://www.uca.edu/divisions/academic/graduate.).
3. Specialization track (12 hours): student will select one of the specialization tracks listed below.
4. Elective (3 hours): elective in an allied area approved by major advisor.

[3.2.2] Non-Thesis Option (36 hours)

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

[3.2.3] Specialization Tracks

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

[3.3] Additional Requirements

[3.3.1] MS Thesis Option

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

[3.3.2] MS Non-Thesis Option

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

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

Follow this link to FACS course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30401.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.01.01

FAMILY AND CONSUMER SCIENCES

Return to Family and Consumer Sciences

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

5310 OCCUPATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION Occupation-specific vocational programs. Field experience in home and community service occupations. On demand.

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

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

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

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

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

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

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

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

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

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

6303 HISTORY OF FASHION Chronological study of fashion from ancient times to the twentieth century with emphasis on modern Western culture. On demand.

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

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

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

6308 TRENDS IN NUTRITION Recent developments in nutrition with emphasis on interpretation of the findings and application in family food. Prerequisite: FACS 3370 or consent of instructor. On demand.

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

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

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

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

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

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

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

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

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

6344 THESIS RESEARCH I

6345 THESIS RESEARCH II

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3040101.html

FRENCH

Selected graduate courses are offered, but are not applicable to a degree program at UCA.

[1] Graduate Courses in French

5350 ADVANCED CONVERSATION AND PHONETICS Development of advanced oral proficiency including a study of French pronunciation habits. Prerequisite: One 4000-level course in French or permission of the department. On demand.

5395 ADVANCED FRENCH LITERATURE: THEME COURSE Special studies in various genres, literary movements, or authors. May be repeated for credit under different topics. Prerequisite: One 4000-level course in French or permission of the department. On demand.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30502.html

GEOGRAPHY

UCA does not offer a graduate degree in Geography. See the course list linked below for GEOG 5325 Global Studies.

[1] Graduate Certificate in Geographic Information Systems

[1.1] Objectives

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

[1.2] Program Description

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

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

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

[1.3] Admission Requirements

Admission and completion requirements are based upon the policies of the

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

[1.4] Certificate Requirements

The GIS certificate program requires completion of a sequence of five of seven courses: GEOG 5315, 5320, 5323, 5328, 5333, 5340, 5345. Adjustments can be made in the sequence depending upon each person's background and current employment needs. Each course is project-based with applications specific to the needs of each participant.

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

Follow this link for GEOG course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30503.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.05.03.01

GEOGRAPHY

Return to Geography

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

All the courses listed here, except for GEOG 5325, are part of the Graduate Certificate program in Geographic Information Systems.

5315 MAPPING FUNDAMENTALS FOR GEOGRAPHIC INFORMATION SYSTEMS An elective for participants in the graduate certificate program in GIS or other interested students. Through a combination of lectures, discussions, and lab exercises, students are taught cartographic design skills necessary for anyone working with GIS technology. Participants strengthen graphic communication skills from both a theoretical and hands-on perspective using a variety of software products.

5320 TECHNICAL ISSUES IN GEOGRAPHIC INFORMATION SYSTEMS An elective for participants in the graduate certificate program in GIS or other interested students. Through a combination of lectures, discussions, and lab exercises, the technical and conceptual elements of GIS, including GIS algorithms, data structures, and advanced computational topics will be studied.

5323 GEOGRAPHIC INFORMATION SYSTEMS An elective for participants in the graduate certificate program in GIS and other interested students. Through lectures, discussions, and lab exercises, students will examine and evaluate the characteristics, capabilities, and limitations of different GIS software packages and explore various GIS techniques.

5325 GLOBAL STUDIES A graduate elective. Through lecture and discussion, this course stresses the commonalities of peoples around the globe--all of whom have the same basic needs and face the same b megaproblems.b The concepts of culture, values, diversity, perspectives, conflict, interdependence, and change are central to the course and are used to analyze various global issues. Prerequisite: Some college/university-level geography courses or consent of instructor. Summer.

5328 SPATIAL ANALYSIS AND MODELING An elective for participants in the graduate certificate program in GIS and other interested students. Through lectures, discussions, and lab exercises, students examine the fundamental statistical methods and procedures relevant to geographic data.

5333 VECTOR-BASED GIS TECHNIQUES WITH ARCINFO An elective for participants in the graduate certificate program in GIS and other interested students. Through lectures, discussions, and lab exercises, students study vector data models

and data structures, the internal organization of ArcInfo GIS software, inputting, editing, and manipulating and managing attribute data, and linking spatial and attribute files.

5340 FUNDAMENTALS OF DATABASE DESIGN AND DEVELOPMENT An elective for participants in the graduate certificate program in GIS and other interested students. Through lectures, discussions, and lab exercises, students will learn the principles of database design; design elements; graphic, topological, and tabular data structures; record and file formats; file organization and indexing; and hierarchical DBMSs.

5345 DIGITAL IMAGE PROCESSING FOR GIS An elective for participants in the graduate certificate program in GIS and other interested students. Through lectures, discussions, and lab exercises, students learn how to process satellite images and aerial photographs for subsequent classification and GIS analysis.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3050301.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.07.00

GRADUATE SCHOOL OF MANAGEMENT, LEADERSHIP, AND ADMINISTRATION

[1] Purposes, Mission, and Goals

The purpose of the Graduate School of Management, Leadership, and Administration (GSMLA) is to offer interdisciplinary graduate programs focused on the non-profit/public sector that emphasize advanced study in a chosen field combined with the best practices of leadership, administration, and management. The founding principle of the GSMLA is that practices characterizing the leader as a successful manager for change and growth are fundamentally the same for all organizations.

The mission of the GSMLA is to educate leaders of change in key economic and social sectors of Arkansas including education, community development, and health systems. To fulfill its mission, the GSMLA

- prepares a diverse student population for leadership positions in a global, technological, and rapidly changing environment.
- provides a core of classes in leadership, non-profit/public management, strategic planning and visioning, communications, data analysis, and applied research.
- provides students a knowledge base in theory with simultaneous hands-on experience through internships, case studies, problem solving, and practical training.
- employs a high quality, diverse faculty.
- values faculty intellectual contributions and funded research, especially applied and instructional research.
- promotes quantitative analysis, research, and enhanced technological skills of its faculty and students.
- engages in continuous improvement and innovation in curricula, instructional and course delivery, and scholarly activity.
- partners with businesses and the educational and professional communities in program development and delivery as well as community outreach activities.

Current programs offered by the GSMLA are College Student Personnel Services and Administration, Community and Economic Development, Health Systems, and School Leadership, Management, and Administration, with a master's program (MS) for principal preparation and a specialist's program (EdS) for the superintendency.

[2] Graduate Courses in Management, Leadership, and Administration (GSML)

Follow this link for GSML course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30700.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.07.00.01

GSMLA

Return to Graduate School of Management, Leadership, and Administration

[1] Graduate Courses in Management, Leadership, and Administration (GSML)

Additional courses are listed with each program offered in the GSMLA.

6301 PROJECT MANAGEMENT This course will be taught from a non-profit managerial standpoint, it will also incorporates PERT charts, Gantt Scheduling, risk analysis, Work Breakdown Structures and other quantitative and/or information technological areas. The primary software used will be Microsoft Project 2000.

6311 LEADERSHIP AND DECISION-MAKING This course will provide the opportunity for participants to develop a firm working concept of leadership and its role in community development. Upon completion of the course the participant should be able to identify and discuss the role of leadership in the community development process and to apply leadership principles to community development processes.

6313 TRANSPORTATION AND INFRASTRUCTURE This course is a study of the economic environment of those industries involved in transportation and infrastructure. Current techniques of analysis, and regulation issues.

6330 GRANT WRITING This course addresses the development of grants and contracts and presents an overview of identifying funding sources. One key to development is the availability of resources, human and non-human. Grant writing can provide those resources by matching local resources with resources available from the public, private, and non-profit sectors of society. This course will provide the student with a general understanding of the process, as well as detailed information about grants in the community development field.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3070001.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.02

HEALTH SCIENCES

[1] Objectives

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

[2] Program Admission Requirements

Admission to graduate study for the Master of Science degree in Health Sciences requires that the student have a bachelor's degree with a minimum of eight hours of biological sciences beyond the required general education requirements. Courses in human anatomy and microbiology are preferred. However, a minimum score of 1000 on the combined verbal and quantitative sections of the GRE and at least 3 years work experience in the health field may be considered in lieu of these requirements and determination of deficiencies. Students must also submit acceptable scores from the GRE to the graduate office before full admission and fulfill all general requirements for graduate admission required by the Graduate School.

[3] Petition for Candidacy

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

[4] Degree Requirements

[4.1] Thesis Option (33 hours)

1. Health Sciences core requirements (18 hours): H SC 6379, KPED 6313 or MSIT 6382, H SC 6361, 6320, 5331, 5370. (For students without an undergraduate course in basic statistics, KPED 6313 will be required as well as an additional statistics course at the graduate level which may be used as an elective in the program. Students with an undergraduate course in basic statistics may take either KPED 6313 or MSIT 6382).
2. Thesis research in Health Sciences (6 hours): H SC 6380, 6390.
3. Electives (9 hours) selected with the approval of the graduate advisor to include no more than 3 hours from an allied area.

[4.2] Non-Thesis Option (36 hours)

1. Core Requirements (18 hours); same as for thesis option.
2. Electives (18 hours) selected with approval of graduate advisor with a minimum of six hours, not to exceed 9 hours in selected allied areas. Nine to twelve hours of electives within the department are to be chosen with approval of the graduate advisor. Courses may be selected from the following: H SC 5301, 5302, 5303, 5305, 5310, 5312, 5343; (one of the Techniques courses 5350, 5351, 5352); 5365 or 5665; 6310, 6335, 6350, 6353, 6360, 6371; H ED 6311.

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

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

Follow this link for H ED and H SC course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30402.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.02.01

HEALTH SCIENCES

Return to Health Sciences

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

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

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

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

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

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

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

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

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

5331 PROGRAM PLANNING AND EVALUATION Conducting educational diagnosis of existing programs and the development of skills to plan and evaluate new programs in the community, clinical, and hospital settings. Special emphasis on needed skills of the community health educator. Fall, spring.

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

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

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

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

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

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

5400 GROSS ANATOMY Structured aspects of the human body. Lecture and laboratory of prosected cadavers. Prerequisite: Consent of instructor. Fall.

5403 HUMAN PHYSIOLOGY A comprehensive survey of physiology as the scientific basis of clinical practice. Includes general principles and a systems approach as a basis for the processes of examination, evaluation, development of diagnoses and prognoses, and intervention for neuromuscular, musculoskeletal, cardiopulmonary, and integumentary disorders, and screening for disease in other systems. Prerequisite: Permission of the instructor. Annually.

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

6300 NEUROMUSCULAR PHYSIOLOGY Physiological principles of the nervous and muscular systems with emphasis on interpretation of current research. Prerequisite: H SC 4403 or equivalent. Spring.

6310 ADVANCED HEALTH EDUCATION TECHNIQUES The curriculum content and instructional methods in health education. On demand.

6311 DEVELOPMENTAL ANATOMY (Cross-listed as PTHY 6311.) Developmental anatomy with special emphasis on the interrelationships inherent in developing systems, including molecular, morphogenic, genetic, and neural aspects of control mechanisms. Spring.

6321 SOCIAL AND BEHAVIORAL ASPECTS OF HEALTH Theories and principles of health education and their application to health education practice. Fall.

6335 GRANTWRITING Course addresses the development of grants and contracts

and presents an overview identifying funding sources. Summer.

6350 CONTEMPORARY HEALTH PROBLEMS Human health problems related to personal and community health. Fall, even years.

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

6360 INTERNATIONAL HEALTH Comparison of the health models around the world. Special emphasis is given to the political parameters of health including socialistic, capitalistic, and communistic systems and their delivery processes. Spring, Odd years.

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

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

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3040201.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.07.05.01

HEALTH SYSTEMS

Return to Health Systems

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

5305 TECHNOLOGY APPLICATIONS IN THE HEALTH SCIENCES This course is designed to serve as an introduction to the uses of technology in the health sciences. Prerequisites: Students should be familiar with word processing, presentation graphics, electronic mail, spreadsheets, library information systems, and the World Wide Web.

6301 DATA COMMUNICATIONS IN HEALTH SYSTEMS This course involves a study of electronic data communications and networks. The course combines a presentation of the basic communication protocol stack and a health care management perspective of communication technology, networks, distributed processing, telephony, and telemedicine.

6305 DATABASE MANAGEMENT FOR HEALTH SYSTEMS The course assists students in understanding the theoretical and practical issues involved with data resources and databases in current use in different health care settings.

6315 ADMINISTRATION OF HEALTH SERVICES ORGANIZATIONS The course presents an overview of administration principles and challenges that may be applied to the changing health care delivery system.

6320 INFORMATION SYSTEMS/MANAGEMENT SCIENCE IN HEALTH SERVICES The course is designed to develop intelligent managers, researchers, and consumers of healthcare information technology through guided exploration into the components of healthcare information systems.

6324 CURRENT ISSUES IN HEALTH SYSTEMS The course offers current technologies such as client/server, internet/intranet initiatives, WWW development, and emerging roles of telecommunications in health care.

6325 CLINICAL DOCUMENTATION/INFORMATION SYSTEMS IN SUPPORT OF PATIENT CARE The course is concerned with the study of information processes and flows and computerized systems that support the clinical area. This includes examination of clinical information systems, signal and pattern processing applications, decision support, simulation, internal and external databases, and education/training.

6340 STRATEGIC PLANNING FOR HEALTH SYSTEMS The course addresses concepts, models, and managerial approaches in health information systems.

Vertical integration, consolidation, strategic alliances, joint ventures, entrepreneurial start-ups, and specialized niche networks are included in this course.

6670 HEALTH SYSTEMS INTERNSHIP The course involves directed field experience in health systems within an advisor-approved health company/organization.

6379 FOUNDATIONS OF RESEARCH IN HEALTH AND APPLIED SCIENCES The course involves acquisition and development of student knowledge, skills, and expertise in basic and applied research methodology and design.

6380 THESIS RESEARCH I The course includes proposal and approval of a thesis topic, review of related literature, presentation and approval of a research design, and collection of pertinent data. On demand.

6390 THESIS RESEARCH II The course includes completion of data collection and analysis as well as writing and defending the thesis. On demand.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3070501.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.05.04

HISTORY

[1] Objectives

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

[2] Program Admission Requirements

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

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

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

[3] Program Plans

The student must fulfill one of the two following plans:

[3.1] Plan 1

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

[3.2] Plan 2

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

[4] Graduate Courses in History (HIST)

Follow this link for HIST course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30504.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.05.04.01

HISTORY

Return to History

[1] Graduate Courses in History (HIST)

5301 STUDIES IN ENVIRONMENTAL HISTORY Examines the changing relationship between humans and their environment. Topics include European, American, and/or World history including territorial expansion, religion, race, and gender as they relate to the environment. On demand.

5305 LATIN AMERICA THROUGH HISTORY, FILM, AND LITERATURE This course uses film, literature, and historical readings to study major themes in the development of Latin American society. On demand.

5309 WOMEN IN EUROPEAN AND AMERICAN HISTORY This survey uses a variety of primary and secondary sources to study the role of women and gender in European and American history. On demand.

5311 AMERICAN COLONIAL AND REVOLUTIONARY HISTORY The age of exploration, colonization, and developments leading to the American Revolution, 1492-1783. Emphasis on the contribution of the era to American political, social, and intellectual tradition. On demand.

5318 ARCHAEOLOGY AND HISTORY OF SOUTHWEST NATIVE AMERICAN CIVILIZATIONS This course is inteded to provide an overview of the Native American civilizations of the American Southwest to about 1800. Various methodologies for studying the period and area will be employed, including archaeology, ethnography, and historical linguistics. The focus of the course will be on the Anasazi, Hohokam, Mississippian, Mogollon, Salado, and Sinagua civilizations.

5322 EARLY NATIONAL HISTORY, 1783-1850 From the winning of independence to the Compromise of 1850. Topics examined include the constitutional convention, the growth of political parties, territorial expansion, and sectional tensions. On demand.

5325 AMERICAN LIFE AND THOUGHT TO 1865 Political and social thought and cultural trends from the Puritan era to the Civil War period. On demand.

5326 AMERICAN LIFE AND THOUGHT SINCE 1865 Political and social thought and cultural trends since 1865. On demand.

5327 THE AMERICAN WEST Influence of the frontier and of western expansion on

the history of the United States. On demand.

5328 MODERN LATIN AMERICA An examination of critical issues that challenge the countries of contemporary Latin America, from race and the environment to debt, development, and democracy. On demand.

5330 CIVIL WAR AND RECONSTRUCTION, 1850-1877 Examination of the sectional stress that split the Union in 1861 and led to the formation of the southern Confederacy, its defeat, and the reunification of the nation. Fall.

5332 A HISTORY OF THE CRUSADES The history of European interactions with Asia, northern Africa, and eastern Europe, 1000-1300, centering on crusading. On demand.

5335 DIPLOMATIC HISTORY OF THE UNITED STATES Survey of the diplomatic history of the Revolutionary period, the early national era, the Civil War, America's rise to world power, two world wars, and the Cold War. On demand.

5340 THE EMERGENCE OF MODERN AMERICA, 1877-1920 Topics examined include the conquest of the last western frontier, the rise of big business, progressivism, and the United States as a world power. On demand.

5345 THE SOUTH TO 1865 Survey of the old South, with an emphasis on southern nationalism, slavery, politics, and social and intellectual developments. On demand.

5346 THE SOUTH SINCE 1865 The path of the South back into the Union, the problems faced by the region, and their legacy to the present. On demand.

5347 CULTURAL AND INTELLECTUAL HISTORY OF MODERN EUROPE A study of the inter-relationships among the arts, science, religion, and social change in Europe since 1648. On demand.

5350 AMERICA FROM 1920-1960 Examination of political, social, economic, and intellectual developments. Topics include the Twenties, the Depression, America in World War II, and the Cold War. On demand.

5353 INTER-AMERICAN RELATIONS A historical review of political, economic, and cultural relationships between the United States and Latin America, with special attention to the period from 1898 to the present. On demand.

5355 THE ROLE OF ARKANSAS IN THE NATION United States history as reflected in the history of Arkansas. Emphasis on the ways Arkansas reflects or departs from national trends. Fall, spring, summer.

5358 RECENT AMERICAN HISTORY The political, social, cultural, diplomatic, and economic history of the United States from 1960 to the present. On demand.

5360 BIRTH OF EUROPE, 300-1000 European political, social, economic, religious, and intellectual development from the establishment of Christianity as an officially sanctioned religion to the dawn of the feudal age. On demand.

5361 MEDIEVAL CIVILIZATION, 1000-1400 European political, social, economic, religious, and intellectual development during the High Middle Ages. On demand.

5362 TUDOR AND STUART ENGLAND 1450-1688 A survey of the political, religious, social, and economic history of England and the British Isles during the sixteenth and seventeenth centuries.

5370 EUROPE, 1815-1914 Europe's political and cultural development from the Vienna Congress to the eve of World War I. On demand.

5374 THE EUROPEAN RENAISSANCE AND REFORMATION The early modern age in Europe. On demand.

5376 EUROPE, 1914-1939 Background and history of World War I; peacemaking and international organization; the rise of Fascism, National Socialism, and Japanese imperialism; and collapse of the peace. On demand.

5377 THE CONTEMPORARY WORLD World War II, the Cold War, and other major chapters in modern civilization. On demand.

5378 ABSOLUTISM, ENLIGHTENMENT, AND REVOLUTION European history in the seventeenth and eighteenth centuries, concluding with the French Revolution. On demand.

5379 SPAIN: CRUSADE, COLUMBUS, AND EMPIRE Major factors in the rise and decline of Iberia during the early modern era, plus an examination of early exploration and colonialism. On demand.

5380 CZARIST RUSSIA Russian history from its beginning to 1917. Fall.

5381 MODERN CHINA Chinese history in the nineteenth and twentieth centuries. On demand.

5382 RUSSIA SINCE 1917 Russian history from the revolutions of 1917 to the present. Spring.

5383 MODERN JAPAN Since 1800, including such topics as the overthrow of feudalism, the Meiji Restoration, the struggle for representative government, imperialism, ultranationalism, militarism, and the economic miracle. On demand.

5385 FRENCH REVOLUTION AND NAPOLEON The causes of the revolution and its impact on France and Europe with emphasis on social, political, and economic changes through revolution and the reforms of Napoleon. On demand.

5386 THE WAR IN THE PACIFIC, 1931-1945 Critical evaluation of Japanese-American relations covering such topics as Asian nationalism, Western imperialism, and Japanese expansion. (This course may be counted as either United States or World History.) On demand.

5387 THE ISLAMIC MIDDLE EAST Islamic civilization and recent history of the

Middle East. Emphasis on the development of Islam as a major religion and total lifestyle, and Islamic revisionism; Arab nationalism; revival of Islamic fundamentalism; and conflicting Arab-Israeli aspirations and claims. On demand.

5388 AFRICAN HISTORY Cultural changes and problems of modernization. On demand.

5391 TOPICS IN HISTORY Special topics in history to be determined by the needs of students who enroll. On demand.

5394 GERMANY SINCE 1918 A survey of German history since World War I, including the Weimar Republic, the Third Reich, World War II, and the division and reunification of postwar Germany. On demand.

6300 HISTORIOGRAPHY AND METHODS Spring.

6301 THESIS RESEARCH On demand.

6302 THESIS RESEARCH On demand.

6303 SELECTED TOPICS FOR GRADUATE STUDENTS IN HISTORY Examination of a specified topic in American, European, African, Asian, or Latin American history. (This course can be repeated for credit and may be counted as either United States or World History.) On demand.

6323 COLONIAL AND REVOLUTIONARY AMERICA, 1492-1789 Principal interpretive problems of the Colonial and Revolutionary eras. On demand.

6324 NINETEENTH-CENTURY AMERICA The changing nature of American life and era of Jefferson to the dawn of the American century. On demand.

6325 TWENTIETH-CENTURY AMERICA The complexities and strains in American society associated with the rise to political, economic, and military power in the global community. On demand.

6340 THE CONTEMPORARY WORLD An intensive examination of post-war Europe. On demand.

6341 STUDIES IN MEDIEVAL HISTORY, 450-1450 The complexities of a developing European society as it goes through the processes of economic development, urbanization, social and political stress, and intellectual formation. On demand.

6342 STUDIES IN EARLY MODERN EUROPE, 1450-1789 Europe from the Renaissance to the fall of the Ancient Regime with attention paid to political, social, and intellectual themes. On demand.

6345 STUDIES IN MODERN EUROPE Development of modern Europe with an emphasis on the world wars, failure of peace conferences, and the rise of the dictators. On demand.

6350 SELECTED GRADUATE STUDIES IN AFRICAN AND ISLAMIC HISTORY This course is intended for graduate students who wish to pursue more advanced and specialized studies in African and/or Islamic History. The course will be conducted as a research seminar. Hence, students will be expected to select a topic mutually agreed upon by themselves and the professor and to work independently, under the professor's tutelage, in researching and writing a final paper of publishable quality.

6397 INDEPENDENT STUDY IN AMERICAN HISTORY On demand.

6399 STUDIES IN ASIAN HISTORY On demand.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3050401.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.04

KINESIOLOGY AND PHYSICAL EDUCATION

[1] Objectives

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

[2] Program Admission and Retention Requirements

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

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

[3] Degree Requirements

[3.1] Thesis Option (30 hours)

In addition to the comprehensive examination (see non-thesis option, below), the thesis candidate must complete and submit a Master's Thesis in accordance with the graduate thesis requirements in the current UCA *Thesis and Dissertation Preparation Guide*. After the thesis has been read and approved, and before the candidate is recommended to the Dean of the Graduate School for graduation, the candidate will meet with the Thesis Committee for an oral examination, which will consist principally of a defense of the thesis. A majority of the student's committee must approve the thesis and defense. If approval is denied, the candidate will not be recommended for graduation. In this event, the student may be re-examined at a later period, no sooner than three months after initial examination.

1. Core requirements (12 hours): KPED 6310, 6315, 6316, 6333.
2. Thesis research (6 hours): KPED 6301, 6302 (The procedures for selecting and writing a thesis will be the same as prescribed in the current *Thesis and Dissertation Preparation Guide*).
3. Electives (12 hours): Selected with approval of graduate advisor to include not more than six hours from an outside field.

[3.2] Non-Thesis Option (36 hours)

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

1. Core requirements (15 hours): KPED 6300, 6310, 6315, 6316, 6333.
2. Electives (21 hours): Selected with approval of graduate advisor not to exceed more than nine hours from an outside field. Courses in Kinesiology and Physical Education that can be used as electives under either option are KPED 5363, 5371, 6320, 6330, 6334, 6340, 6350, 6360, 6370.

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

Follow this link for KPED course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30404.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.04.01

KINESIOLOGY AND PHYSICAL EDUCATION

Return to Kinesiology and Physical Education

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

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

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

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

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

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

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

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

6316 DATA ANALYSIS This course provides coverage of data analysis techniques that have specific applications for health and the applied sciences. An applied, conceptual approach will be used to facilitate the practical use of those techniques

using SPSSPC+. Prerequisite: Research Methods or equivalent or consent of instructor. On demand.

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

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

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

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

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

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

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3040401.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.03

LIBRARY MEDIA AND INFORMATION TECHNOLOGIES

[1] Objectives

The goal of the Master of Science program in library media and information technologies is to prepare individuals for professional positions in a variety of information and educational settings. These graduate programs of study, located within the Department of Middle/Secondary Education and Instructional Technology, are designed for individuals who may be (1) planning careers in school library media centers at the elementary, secondary, and district levels and regional educational cooperatives; (2) planning careers as associates in public, college, and special information centers; and (3) planning careers as computer technology coordinators in public schools.

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

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

[2] Program Admission Requirements

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

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

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

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

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

[3] Research and Culminating Experience Policies

As a culminating experience in the graduate preparatory programs, candidates must satisfactorily complete a program portfolio (Program Option I and Option II) and present satisfactory scores on an appropriate PRAXIS examination (Program Option I - only). The program portfolio must be must demonstrate the candidate's ability to meet competencies as outlined by the program goals, the American Association of School Librarians and the Association for Educational Communications and Technology. The program portfolio must reflect the candidate's ability to assimilate competencies demonstrating growth and the ability to collect, evaluate, and analysis data and information. The PRAXIS II examination should be taken the semester prior to the semester in which the candidate plans to graduate.

[4] Program Requirements

Two options of study are offered to candidates pursuing the Master of Science degree in Library Media and Information Technologies: School Library Media, and Public Information Agencies. Thirty-six semester hours are required for each of the two program options.

[4.1] Program Option I: School Library Media

The following courses are required of all students pursuing a degree program with a specialization in school library media and culminating in a recommendation for Arkansas licensure: LIBM 6398, 6380, 6320, 6360, 6330, 6368, 6332, 6340, 6353, 6370, 6390. Candidates are also required to complete 3 hours of course electives.

Additionally, a candidate pursuing the school library media specialization must present a course in children's or adolescent literature or an equivalent (LIBM 6371).

A teaching license is required as a prerequisite to recommendation for Arkansas licensure as a school library media specialist.

Endorsements, or stated areas of specialization which will appear on the school library media certificate, may be earned in the following areas: Computer Technology -- Hardware (LIBM 6318, LIBM 6357, and MSTS 6358) and Computer Technology -- Software (LIBM 6354, LIBM 6335, and LIBM 6337). An endorsement requires completion of **nine** semester hours.

Objectives established for the School Library Media option reflect specific outcome expectations of those students who complete the Master of Science degree in

Library Media and Information Technology. At an acceptable professional level, graduates should be able to

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

[4.2] Program Option II: Public Information Agencies

The following courses are required of individuals pursuing this program of study: LIBM 6398, 6380, 6360, 6320, 6272, 6231, 6332, and 6330. A required area of specialization must also be selected from the following: Administration, LIBM 6281 and 6382; Public Service, LIBM 6366 and 6373; or Media, LIBM 6340 and 6341. Depending upon the specialization area chosen, candidates are required to complete 8 or 9 hours of course electives.

Graduates earning a Master of Science degree in Library Media and Information Technologies who complete the requirements for the Public Information Agencies option will have the competencies to

1. Manage resources and facilities in public information agencies;
2. Provide information services for clients;
3. Develop an appropriate collection of resources for public information agencies;
4. Use computer technologies for information storage and retrieval; and
5. Work with other information professionals to address and resolve issues related to the field.

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

Note: LIBM courses were previously listed under the EMLS prefix. The change is effective with the Fall semester 2003.

Follow this link for LIBM course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30203.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.03.01

LIBRARY MEDIA AND INFORMATION TECHNOLOGIES

Return to Library Media and Information Technologies

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

Note: LIBM courses were previously listed under the EMLS prefix. The change is effective with the Fall semester 2003.

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

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

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

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

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

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

6281 PLANNING INFORMATION FACILITIES Basic principles of design and

organization for information center facilities. On demand.

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

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

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

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

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

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

6340 DESIGN AND PRODUCTION OF MEDIA RESOURCES I Media production in terms of client product specifications. Requires the production of basic media products and serves as a foundation for producing graphic media necessary for televised, photographic, and computerized productions. On demand.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3020301.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.06.04

MATHEMATICS EDUCATION

[1] Objectives

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

[2] Program Admission Requirements

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

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

[3] Degree Requirements

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

[4] Financial Aid

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

[5] Graduate Courses in Mathematics (MATH)

Follow this link for MATH course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30604.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.06.04.01

MATHEMATICS EDUCATION

Return to Mathematics Education

[1] Graduate Courses in Mathematics (MATH)

5300 PROFESSIONALIZED SUBJECT MATTER This course serves as an elective for the M.A. in mathematics education. The topics include algebra, geometry, and other mathematical topics from an advanced viewpoint. The subject matter is selected to strengthen the teaching skill and knowledge of secondary and beginning collegiate teachers. Prerequisite: MATH 2371 (Calculus II). Fall.

5305 APPLIED MATHEMATICS I This course serves as an elective for the M.A. in mathematics education. The topics include ordinary and partial differential equations, Fourier series, and numerical analysis with modeling applications in physics, biology, and other sciences. Lectures, computer labs, and projects are central to the course. Prerequisite: MATH 1191, 3320, 3331. Fall.

5306 This course serves as an elective course for the M.A. in mathematics education. This project-oriented continuation of MATH 4305 applies differential equations and other methods to solve realistic problems from science, business, and industry. Lectures, computer labs, and projects. Prerequisite: MATH 5305. Spring.

5308 MATHEMATICAL THINKING FOR K-8 TEACHERS This course is designed for the professional development of K-8 teachers and does not substitute for requirements in the MA degree. This course focuses on the Number, Property, and Operation Strand of the Arkansas Mathematics Framework. The importance of the structural properties of the rational number system will be investigated. Participants will be encouraged to develop and generalize algorithms within the system. On demand.

5315 INTRODUCTION TO PARTIAL DIFFERENTIAL EQUATIONS This course serves as an elective course for the M.A. in mathematics education and introduces techniques for solving first and second order linear partial differential equations. Topics include quasi-linear first order partial differential equations, and the method of characteristics, second order linear partial differential equations, separation of variables of the heat equation, wave equation, and Laplaceb s equation. Applications include heat conduction, steady state temperatures, and vibrating strings and membranes. Lecture. Prerequisites: MATH 2371 and MATH 3331. Fall.

5335 GEOMETRY AND MEASUREMENT AND THEIR APPLICATIONS This course is designed for the professional development of K-8 teachers and does not substitute for requirements in the MA degree. This course builds on and extends the preliminary understanding of the geometry and measurement developed in the undergraduate courses for K-8 teachers. The geometry topics include

transformations, definition and classification, composition and decomposition of shapes, spatial visualization, and relationships between one, two and three-dimensional objects. The measurement topics include angles, linear, area, volume, capacity, mass, weight, time, money, temperature, and related rates. Instructional and assessment strategies for these areas will be explored. Applications of these topics and connections among Geometry, Measurement, and the other Strands of the Arkansas Mathematics Framework will be examined. On demand.

5340 NUMERICAL METHODS This course is a mathematics elective for the M.A. in mathematics education that introduces methods of numerical analysis with modern high speed computers. Topics include methods of solving nonlinear equations, linear and nonlinear systems, polynomial approximation, curve fitting, numerical differential equations, and numerical optimization. Lecture and computer activities. Prerequisite: MATH 1592, 3320, and CSCI 1470 or equivalent knowledge of a computer language. Spring.

5345 COLLEGE GEOMETRY The course focuses on the elementary theory in foundations of geometry, advanced Euclidean geometry, and introduces transformations and non-Euclidean geometries. Problem solving, discovery, computer activities, and lecture. Prerequisite: MATH 1591. Spring

5362 ADVANCED CALCULUS I This course serves a mathematics elective for the M.A. in mathematics education. This rigorous theoretical treatment of calculus includes completeness, compactness, connectedness, sequences, continuity, differentiation, integration, and series. Lecture format and problem solving. Prerequisite: MATH 2371. Fall.

5363 ADVANCED CALCULUS II This course is an elective for the M.A. in mathematics education. This course is a multivariable treatment of Advanced Calculus topics that include a rigorous study of partial differentiation, multiple integrals, Implicit Function Theorem, Fubini's Theorem, line integrals, and surface integrals. Lecture format and problem solving. Prerequisite: MATH 5362. Spring.

5371 INTRODUCTION TO PROBABILITY This course is required for the M.A. degree, if not previously taken at undergraduate level. This calculus-based introduction to probability and the distributions and properties of several discrete random variables includes hypergeometric, geometric, binomial, negative binomial, Poisson, and the distributions and properties of several continuous random variables, including normal, gamma, uniform, chi-squared, t, and F. Lecture format. Prerequisite: MATH 1592. Fall.

5372 INTRODUCTION TO STATISTICAL INFERENCE This course is required for the M.A. degree, if not previously taken at undergraduate level. This introduction to the theory of statistical inference includes sampling distributions, point and interval estimation, hypothesis testing, and linear models. Lecture and projects. Prerequisite: MATH 5371. Spring.

5373 APPLIED STATISTICS This course is an elective course for the M.A. in mathematics education. This introduction to simple and multiple linear models and the analysis of variance (ANOVA) includes estimating the parameters of linear models and testing estimates. Students will learn basic designs of experiments and

data analysis using ANOVA and examine applications in science, business, and industry. Lecture and projects. Prerequisite: MATH 5372. Fall.

5375 INTRODUCTION TO TOPOLOGY I This course is an elective for the M.A. degree. This introduction to generalizations of the notion of continuity includes the study of minimum conditions on a set necessary to describe continuous functions. This study is accomplished via point set topology using examples including knots, surfaces, and function spaces. Lecture/seminar format. Prerequisite: Consent of instructor. On demand.

5385 COMPLEX ANALYSIS This course is an elective for the M.A. degree. The content of the course includes the arithmetic and geometry of the complex numbers, extension of transcendental functions to the field of complex numbers, analytic function theory, contour integration, the Cauchy Integral Theorem, series, calculus of residues, and harmonic functions. This course is fundamental to physics and engineering and is an extensive source of problems in pure mathematics. Lecture and discussion. Prerequisite: MATH 2371. On demand.

6305 FOUNDATIONS OF MATHEMATICS This course is required in the M.A. program in mathematics education and is designed to introduce the fundamentals of mathematical logic and concepts of formal proof, including applications to fields such as elementary number theory and probability. Prerequisite: Consent of instructor. Fall.

6307 ADVANCED TOPICS FOR MATHEMATICS EDUCATORS This course is required in the M.A. program in mathematics education and includes advanced topics from functions, graphs, probability, statistics, and geometry which are relevant to mathematics in secondary schools and beginning collegiate programs. Other topics include technology, research, and curriculum leadership. Prerequisite: Consent of instructor. Spring.

6310 ALGEBRAIC STRUCTURES This course is required in the M.A. program in mathematics education and focuses on basic algebraic structures and their role in analyzing selected classical mathematical problems. The goal is to develop and apply the concepts of the algebraic theory of fields to prove the impossibility of classical constructions. Prerequisite: Consent of instructor. Summer.

6315 INTRODUCTION TO NUMBER THEORY This course serves as an elective for the M.A. in mathematics education and provides an introduction to number theory for secondary and beginning collegiate teachers of mathematics. Topics include divisibility, prime number theory, numerical functions, the algebra of congruence classes, higher degree congruence classes, number theory on the reals, Diophantine equations, and applications. Prerequisite: Consent of instructor. Fall or Spring as needed.

6340 HISTORICAL PERSPECTIVES OF MATHEMATICS This course serves as an elective for the M.A. in mathematics education and provides a survey of the history and development of mathematical thought from ancient to modern times including philosophical, sociological, and biographical perspectives. Prerequisite: Consent of instructor. Fall or Spring as needed.

6342 MATHEMATICAL MODELING This course serves as an elective for the M.A. in mathematics education and involves the mathematical concepts and techniques to model real-life problems from the physical, biological, social, and behavioral sciences. Graphics calculator and computer will be used. Prerequisite: Consent of instructor. Spring.

6350 MODERN GEOMETRY This course is required in the M.A. program in mathematics education. This course involves Euclidean and non-Euclidean geometry including the utilization of technology and discussions of problems encountered in teaching geometry. Prerequisite: Consent of instructor. Summer.

6370 DIFFERENTIAL CALCULUS This course is required in the M.A. program in mathematics education. This course features key topics in elementary differential calculus in both historical and mathematical perspectives with emphasis on a teaching knowledge of these topics. Prerequisite: Consent of instructor. Summer.

6375 INTEGRAL CALCULUS This course is required in the M.A. program in mathematics education. This course features key topics in elementary integral calculus in both historical and mathematical perspectives with emphasis on a teaching knowledge of these topics. Prerequisite: Consent of instructor. Summer.

6380 SEMINAR This course serves as an elective for the M.A. in mathematics education and provides study in an area related to secondary and collegiate mathematics with special emphasis on new curricula, technology, and research in a mathematical topic. May be repeated when the theme topic is changed. Prerequisite: Consent of instructor. Fall.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3060401.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.03.02

MUSIC

[1] Objectives

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

[2] Program Admission Requirements

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

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

For conducting and pedagogy areas: a taped performance of the applicant's ensemble.

[3] Master of Music

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

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

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

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

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

	SCH
Applied Music	3
Advanced Conducting	2
Music Literature	2
Seminar in Music Education I & II	6
Music Electives	1
Non-music electives, chosen in consultation with the advisor, from the College of Education, the Graduate School of Management, Leadership, and Administration, or the College of Health and Applied Sciences	9

[3.3] Additional requirements for all other concentrations

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

[3.3.1] Concentration: Performance (32 hours total)

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

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

Core (20 hours)	
Instrumental Conducting	2
Instrumental Conducting Practicum	3
Score Reading	3
Instrumental Literature I/II	4
Music History or Music Theory	3
Conducting Recital	2

Other (5 hours)	
Ensembles	3
Applied or electives (in Music)	2
NOTE: Completion of a thesis (6 hours) is an option in this degree.	

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

Core (20 hours)	
Choral Conducting	2
Choral Conducting Practicum	3
Score Reading	3
Choral Literature I/II	4
Conducting Recital	2
Music History or Music Theory	3
Other (5 hours)	
Ensembles	3
Applied or electives (in Music)	2
NOTE: Completion of a thesis (6 hours) is an option in this degree.	

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

Core (12 hours) Credit	
Music Theory Courses	6
Music Theory Pedagogy I	3
Music Theory Pedagogy II	3
Research (6 hours)	
Thesis I	3
Thesis II	3
Other (7 hours)	
Ensembles	2
Applied	2
Electives (in Music)	3
NOTE: A thesis is required for the master's program in theory.	

[4] Graduate Courses in Music (MUS)

Follow this link for MUS course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30302.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.03.02.01

MUSIC

Return to Music

[1] Graduate Courses in Music

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

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

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

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

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

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

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

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

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

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

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

6212 ADVANCED VOCAL PEDAGOGY The physiological and psychological aspects of voice teaching techniques considered from a historical, evolutionary, and comparative point of view. Covers diagnostic and corrective procedures. Culminates in a graduate project. On demand.

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

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

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

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

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

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

6302 ANALYTICAL TECHNIQUES FOR TWENTIETH-CENTURY MUSIC Examination of representative twentieth-century analytical and compositional techniques, including set theory. Includes12-tone theory, polyharmony, linear counterpoint, multi-rhythms, and aleatoric devices. Prerequisite: MUS 2431. On demand.

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

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

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

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

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

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

6312 CHORAL CONDUCTING PRACTICUM Conducting techniques and the problems related to the rehearsal and performance of choral literature of all styles, historical periods, and voicings. Supervised conducting experience with a choral ensemble. On demand.

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

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

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

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

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

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

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

Graduate status. On demand.

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

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

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

5110, 5210, 5310 SPECIAL PROBLEMS IN MUSIC EDUCATION Problems in music education, to be determined by the student(s) enrolled. On demand.

5121, 5221, 5321 SPECIAL PROBLEMS IN MUSIC Problems in music to be determined by the student(s) enrolled. On demand.

6105, 6205, 6305 DIRECTED GRADUATE STUDY Directed individual or group study. Subject selected by the student(s). On demand.

51B1-51B4 UNIVERSITY BAND Membership is by audition. Official band for all school athletic events. Serves as a concert organization. Every semester.

51C1-51C4 UNIVERSITY SINGERS A select group of mixed voices chosen by audition. Membership is limited. The aim of the group is to present outstanding musical works. Every semester.

51F1-51F4 CONCERT CHOIR Open to all students, by audition. Performs the larger choral literature from all eras and serves to acquaint singers with various vocal styles and choral techniques.

51S1-51S4 UNIVERSITY SYMPHONY Includes string majors and minors as well as other qualified string players. A limited number of woodwind, brass, and percussion positions filled by audition. Every semester.

61G1-61G6 APPLIED ORGAN (MINOR EMPHASIS) Applied organ study designed to meet the needs of graduate students with a strong keyboard background, who may wish to pursue organ study as a minor area of emphasis (in addition to applied piano study). Practical application of service playing skills along with appropriate study of organ literature as it relates to the church service will be strongly emphasized. Prerequisite: Moderate piano skills and/or approval of the instructor. Fall, spring, summer.

61P1-61P6 PIANO The selection of compositions should reflect mature musicianship, knowledge of different styles, and advanced keyboard facility. Graduate standing in music.

62P1-62P4 PIANO The selection of compositions should reflect mature musicianship, knowledge of different styles, and advanced keyboard facility.

Graduate standing in music.

64P1-64P4 PIANO The selection of compositions should reflect mature musicianship, knowledge of different styles, and advanced keyboard facility. Prerequisite: Acceptance into Master of Music program in Piano Performance.

61V1-61V6 VOICE Repertoire for graduate study in voice; includes representative works from the major eras of song and operatic literature as well as technical studies suited to the individual. Prerequisite: Graduate standing in music.

62V1-62V4 VOICE Repertoire for graduate study in voice; includes representative works from the major eras of song and operatic literature as well as technical studies suited to the individual. Prerequisite: Graduate standing in music.

64V1-64V4 VOICE Repertoire for graduate study in voice; includes representative works from the major eras of song and operatic literature as well as technical studies suited to the individual. Prerequisite: Acceptance into Master of Music program in Vocal Performance.

61M1-61M4 CHAMBER MUSIC ENSEMBLE A performance course offering practical experience in small vocal and instrumental ensembles, including opera workshop. Material used will be adapted to the experience and performance levels of the participants.

61A1-61A6 BRASS Repertoire and studies adapted to the needs of the individual student. Prerequisite: Graduate standing in music.

62A1-62A4 BRASS Repertoire and studies adapted to the needs of the individual student. Prerequisite: Graduate standing in music.

64A1-64A4 BRASS Repertoire and studies adapted to the needs of the individual student. Prerequisite: Acceptance into Master of Music program in Instrumental Performance.

62E1-62E4 VIOLA Repertoire and studies adapted to the needs of the individual student. Prerequisite: Graduate standing in music.

61L1-61L6 VIOLONCELLO Advanced literature and technique. Literature to include technical exercises by Popper, Grutzmacher, and Platti; sonatas by Schubert, Beethoven, and other composers.

62L1-62L4 VIOLONCELLO Advanced literature and technique. Literature to include technical exercises by Popper, Grutzmacher, and Platti; sonatas by Schubert, Beethoven, and other composers.

64L1-64L4 VIOLONCELLO Advanced literature and technique. Literature to include technical exercises by Popper, Grutzmacher, and Platti; sonatas by Schubert, Beethoven, and other composers.

61N1-61N6 VIOLIN Individual study of the violin. Repertoire, etudes, and technical

material are selected based on the student's needs. Prerequisite: Graduate standing, consent of instructor.

62N1-62N4 VIOLIN Individual study of the violin. Repertoire, etudes, and technical material are selected based on the student's needs. Prerequisite: Graduate standing, consent of instructor.

64N1-64N2 VIOLIN Individual study of the violin. Repertoire, etudes, and technical material are selected based on the student's needs. Prerequisite: Acceptance into Master of Music program in Instrumental Performance.

61U1-61U6 PERCUSSION Studies and repertoire on all of the major percussion instruments. Adapted to the needs of the student.

62U1-62U4 PERCUSSION Studies and repertoire on all of the major percussion instruments. Adapted to the needs of the students.

64U1-64U4 PERCUSSION Studies and repertoire on all of the major percussion instruments. Prerequisite: Acceptance into Master of Music program in Instrumental Performance.

61W1-61W6 WOODWINDS Technical studies, solo pieces, and studies emphasizing skill in phrasing and technique will be adapted to the needs of the individual student. Prerequisite: Graduate standing in music.

62W1-62W4 WOODWINDS Technical studies, solo pieces, and studies emphasizing skill in phrasing and technique will be adapted to the needs of the individual student. Prerequisite: Graduate standing in music.

64W1-64W4 WOODWINDS Technical studies, solo pieces, and studies emphasizing skill in phrasing and technique will be adapted to the needs of the individual student. Prerequisite: Acceptance into Master of Music program in Instrumental Performance.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3030201.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.05

NURSING

[1] Objectives

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

Students in the CNS track select a specialty area from among (1) adult medical/surgical nursing, (2) community/family health nursing, or (3) adult psychiatric/mental health nursing. The NP track focuses on primary health care. Students select either Adult Nurse Practitioner specialty or Family Nurse Practitioner specialty. Graduates of both tracks are academically qualified to take the appropriate American Nurses Credentialing Center advanced practice certification examination. Full-time and part-time schedules are available for both tracks.

[2] Accreditation/Approval

The UCA MSN program is accredited by the National League Accreditation Council (NLNAC) for Nursing and approved by the Arkansas State Board of Nursing and has been granted preliminary approval by the Commission on Collegiate Nursing Education.

[3] MSN Outreach

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

[4] Post-Master's Nurse Practitioner Options

Master's-prepared nurses seeking preparation as nurse practitioners have two options to obtain academic requirements to meet national certification qualification: (1) second master's degree option and (2) post-master's certificate option. Students may select either the Adult Nurse Practitioner specialty or the Family Nurse Practitioner specialty. These options provide a planned course of study for preparation as a nurse practitioner. Completion of the option is clearly marked on the student's transcript. Contact the UCA Department of Nursing for more information regarding these options.

[5] Post-Master's Nursing Education Certificate

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

[6] RN to MSN Option

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

[7] MSN Program Admission Requirements

Applies to both the CNS/NE and NP track:

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

Applies to the NP track only, in addition to items listed previously:

1. A completed Nurse Practitioner application packet, which includes work reference and verification of clinical practice.
2. Formal evaluative interview with a faculty panel.
3. Written essay.

Admission to the NP track is selective and competitive. Individuals who meet the minimum admission qualifications will be scheduled for a one-day on-campus interview and essay examination. The admitted class will include students from rural areas, nurse educators, and post-master's students.

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

[8] Post-Admission Requirements

Upon acceptance to the graduate program, evidence of the following is required prior to the first nursing course: completion of demographic information form and verification of an e-mail address. Evidence of the following is required prior to each clinical or practicum course: copy of current health insurance, professional liability insurance, and unencumbered Arkansas RN license; CPR certification and TB skin test valid through academic year; and evidence of Hepatitis B immunization or signed declination statement.

[9] MSN Degree Requirements

The CNS/NE track requires 43 hours, including a masters project or a thesis option, of planned sequential graduate nursing course work. The NP track requires 39-44 hours of planned sequential graduate nursing course work.

[10] Candidacy

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

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

[11] Course Requirements

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

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

Clinical Courses CNS Track (12 hours): NURS 6501, 6502, and 61/6254; or 6505, 6506, and 61/6250; or 6507, 6508, and 61/6258.

Clinical Courses NP Track (12 or 17 hours): NURS 6520 (NP family focus only), 6521, 6526, 6531, and 61/6260 or 61/6264.

Nurse Educator Courses CNS/NE Track (9 hours): NURS 6345, 6348, and 6350.

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

[12] Graduate Courses in Nursing (NURS)

Follow this link for NURS course descriptions: course link.

Copyright © 2003 University of Central Arkansas

Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30405.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.05.01

NURSING

Return to Nursing

[1] Graduate Courses in Nursing (NURS)

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

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

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

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

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

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

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

6164, 6264 DIRECTED NP PRACTICUM: FAMILY A clinical-only course that builds on and expands the clinical competencies developed in Primary Care of Women and

Children. Adults I, and Adults II for a total of 90 clinical clock hours per credit hour. Pre/corequisites: NURS 6520. On demand.

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

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

6230 ADVANCED PRACTICE MANAGEMENT Addresses topics and issues in primary care practice management, including informatics and business practices. CNS track pre/corequisites: NURS 6501, 6505, or 6507. NP track pre/corequisite: NURS 6520 or 6521. Fall.

6240 PROFESSIONAL ROLE OF THE CLINICAL NURSE SPECIALIST Issues, knowledge, and skills related to the evolving roles of the Clinical Nurse Specialist as it pertains to changing societal demands and knowledge. Prerequisite: Admission to the MSN program. On demand.

6301 NURSING RESEARCH METHODOLOGY Focuses on understanding scientific approaches to nursing knowledge through specific research methodologies culminating in the development of a proposal for a researchable nursing problem. Prerequisite: Admission to the MSN program. Fall.

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

6304 NURSING RESEARCH UTILIZATION Focuses on the integration of research into nursing practice, and includes evaluation of research, problem identification within the practice setting, awareness of practice outcomes, and the clinical application of research. Prerequisite: NURS 6301. Spring.

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

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

6330 ADVANCED PRACTICE MANAGEMENT Explores transition into advanced practice nursing roles by addressing advanced practice issues, leadership and

change theory, the business of advanced practice, and interactive skill development. Prerequisite: CNS/NE track: NURS 6501, 6505, or 6507; NP track: NURS 6520 or 6521. Fall.

6344 MASTER'S PROJECT Investigation of a particular nursing problem from a chosen theoretical perspective; extends nursing practice to effect more desirable health-care outcomes. Prerequisite: NURS 6202, two required clinical courses, and approval of research advisor. If an X-grade is carried in this course, NURS 6399 must be enrolled in for subsequent semesters. On demand.

6345 MEASUREMENT AND EVALUATION Exploration of theories, principles, and techniques of measurement and evaluation as they pertain to the practice, education, and research of nursing and other health professions. Prerequisite: Admission to program or other CHAS discipline and statistics. Spring.

6347 THEORETICAL BASES FOR NURSING Examines the theoretical and conceptual bases of nursing through an exploration of the nature and purpose of theory, the process of theory building, and concept analysis. Focus is on critique, evaluation, and use of theory within the studentb s clinical practice. Prerequisite: Admission to the MSN program. Fall.

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

6350 CURRICULUM IN NURSING AND HEALTH PROFESSIONS Theories, concepts, issues, designs, and patterns of nursing and other health discipline curricula in higher education. Pre/corequisites: NURS 6301, 6303, 6347, first clinical courses or permission of the department chair. Fall.

6355 THESIS RESEARCH Prerequisite: NURS 6202 and 6301, both clinical courses, and approval of research advisor. If an X-grade is carried in this course, NURS 6399 must be enrolled in for subsequent semesters. On demand.

6356 THESIS RESEARCH Prerequisite: NURS 6355 and approval of research advisor. If an X-grade is carried in this course, NURS 6399 must be enrolled in for subsequent semesters. On demand.

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

6501 MEDICAL/SURGICAL CLINICAL NURSE SPECIALIST I Seminar/clinical course examines the foundations for advanced practice nursing in settings where adult patients with acute conditions are treated with medical and surgical

therapeutics. Emphasis is placed on using theory and research to develop population-based programs of nursing care and assisting with the diagnosis and treatment of illness. Includes 180 clinical clock hours. Prerequisites: NURS 6301, 6303, 6304, 6320, 6325, 6347, and 6415. Fall.

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

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

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

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

6508 PSYCHIATRIC/MENTAL HEALTH CLINICAL NURSE SPECIALIST II Seminar/clinical course builds on NURS 6507 and includes interfacing with the mental health care system, health promotion and illness prevention, at risk populations, and group therapy. Includes 180 clinical clock hours. Prerequisite: NURS 6320 (preferred) and 6507. Spring.

6520 PRIMARY CARE OF WOMEN AND CHILDREN Seminar/clinical course provides conceptual and theoretical foundations required for optimum functioning as a family nurse practitioner. Supervised clinical and preceptorship experiences in family health setting focuses on health promotion, prevention, and problems of women and children. Includes 180 clinical clock hours. Prerequisite: Admission to NP track and 6226, 6301, 6303, 6304, 6320, 6325, 6347, and 6415. Fall.

6521 PRIMARY CARE OF ADULTS I Seminar/clinical course provides conceptual, theoretical, and evidence-based foundations required for optimum functioning as an adult nurse practitioner. Supervised clinical and preceptorship experiences focus on health promotion, illness/disease prevention and care of common health issues or problems of adults. Includes 180 clinical clock hours. Prerequisites: Admission to the NP track and NURS 6226, 6301, 6303, 6304, 6320, 6325, 6347, and 6415 and, if

Family NP track, 6520. Spring.

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3040501.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.06

OCCUPATIONAL THERAPY

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

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

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

[2] Master of Science (Entry-Level)

[2.1] Purpose

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

[2.2] Accreditation

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

[2.3] Certification

Upon successful completion of the program, the student will have fulfilled the requirements for the Master of Science degree and will have met the educational requirement to sit for the national examination leading to certification by the National Board for Certification in Occupational Therapy (NBCOT). The address for NBCOT is 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-1450; phone: (301) 990-7979. Graduates of the program also meet the educational requirements for state licenses. Specific state licensure boards should be contacted for detailed licensure requirements. Note: A felony conviction record may affect an individual's eligibility to become certified as an occupational therapist. Individuals who are interested in a career in occupational therapy, but who have had a felony conviction should contact the NBCOT (prior to beginning the academic program) to determine whether they would be eligible for certification.

[2.4] Course of Study

The curriculum leading to the Master of Science in Occupational Therapy requires completion of 42 hours of prerequisite course work plus 54 undergraduate hours of professional-level courses. The graduate phase of the program requires completion of 53 (thesis) or 56 (non-thesis) hours of professional-level courses. For students who do not possess a baccalaureate degree, 72 hours of prerequisite and general education courses must be completed; the Bachelor of Science in Health Sciences (Occupational Therapy emphasis) is awarded following the fourth semester in the professional curriculum. Prerequisite courses may be completed at UCA or at any other regionally accredited college or university. Students who plan to complete prerequisites at another university are strongly urged to contact the Occupational Therapy Program Advisor to determine course equivalency.

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

[2.5] Program Admission Requirements

Students seeking admission to the professional program in occupational therapy must

1. Apply to and meet all admission requirements of the university (if not previously a student at UCA).
2. Complete an application for admission to the occupational therapy professional program and pay a non-refundable application fee of $50 (current full-time UCA students are exempt from the application fee).
3. Have a minimum overall GPA of 2.75.
4. Complete a minimum of 20 hours volunteer or direct work experience under the supervision of an occupational therapist and submit a performance rating sheet from this experience (form and specific instructions are available from the Occupational Therapy department).

5. Complete the following prerequisite course work with a grade of C or better. Students who have not completed all prerequisite courses may apply for admission; however, completion of all prerequisites is required prior to actual entry into the professional curriculum.

	SCH
BIOL 1400 or 1440; 2405; 3370 or 2411	11-12
CHEM 1402 or 1450	4
PHYS 1405	4
H SC 3123	1
SOC 1300	3
PSYC 1300	3
PSYC 2330 or SOC 2321	3
PSYC/SOC Electives (SOC 4334, 4343 recommended)	6

6. Students working toward a first bachelor of science degree will have earned at least 72 credit hours and must have completed all general education course work as described in the UCA *Undergraduate Bulletin*.
7. Submit GRE General Test scores prior to admission to graduate school.

[2.6] Departmental Admissions Procedure

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

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

[2.7] Tuition and Fees

Occupational therapy students pay UCA general registration and other mandatory fees plus a department fee of $11 per credit hour each semester. Information on general registration and other mandatory fees is available from the business office. Textbooks cost approximately $500 per semester. Fees are subject to change.

[2.8] Professional Courses

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

OTHY 3125	Independent Living Strategies for Activities of Daily Living
OTHY 3215	Group Process and Communication Skills in Occupational Therapy
OTHY 3220	Human Development II
OTHY 3223	Introduction to Occupational Therapy
OTHY 3241	Clinical Conditions II
OTHY 3316	Development for Occupation Performance I
OTHY 3330	Therapeutic Activities in Occupational Therapy
OTHY 3340	Clinical Conditions I
OTHY 4125	Independent Living- Strategies for Instrumental Activities of Daily Living
OTHY 4127	Level I Fieldwork, Rotation 1
OTHY 4128	Level I Fieldwork, Rotation 2
OTHY 4270	Pharmacology in Rehabilitation
OTHY 4308/5308	Foundations in Occupational Therapy
H SC 4310	Functional Neuroanatomy
OTHY 4317/5317	Functional Kinesiology
OTHY 4321/5321	Evaluation and Treatment in Physical Disabilities I
OTHY 4325	Foundations in Mental Health for Occupational Therapy
OTHY 4330/5330	Introduction to Research
OTHY 4355	Evaluation and Treatment in Pediatrics I
OTHY 4365/5365	Evaluation and Treatment in Mental Health I
OTHY 4380/5380	Evaluation and Treatment in Physical Disabilities II
H SC 4400	Gross Anatomy

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

[3] Master of Science (Post-Professional)

The post-professional master's degree program is designed to meet the needs of qualified occupational therapists by providing them with the opportunity to develop an advanced role emphasis and to engage in in-depth study or research within the context of this emphasis. The core curriculum enables the therapist to deepen his/her knowledge of the current trends in occupational therapy, in addition to the

occupational therapy theories and research that underlie current practice. The student may choose from a variety of electives to enhance knowledge and skills in specific study areas.

The program is structured to accommodate therapists who are employed full-time; most classes are offered at non-traditional times or via distance learning formats. Students may choose a thesis (33 semester hours) or non-thesis (36 hours) option. Core required courses for the post-professional degree are: OTHY 6305, 6310, 6312, 6315, 6365, approved Statistics course (total 18 hours).

[3.1] Program Admission Requirements

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

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

[4] Graduate Courses in Occupational Therapy (OTHY)

Follow this link for OTHY course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30406.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.06.01

OCCUPATIONAL THERAPY

Return to Occupational Therapy

[1] Graduate Courses in Occupational Therapy (OTHY)

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

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

5316 DEVELOPMENT FOR OCCUPATIONAL PERFORMANCE I Normal development is contrasted to abnormal development in the context of the Occupational Therapy domain of concern. Students develop beginning skills in the diagnosis of problems associated with abnormal development as needed for occupational performance.

5317 FUNCTIONAL KINESIOLOGY Principles of body mechanics and analysis of muscle and joint actions in functional coordinated movement. Fall.

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

5325 FOUNDATIONS IN MENTAL HEALTH FOR OCCUPATIONAL THERAPY The role, scope, and service delivery of occupational therapy for mental health conditions. Etiology, manifestations, treatment, and implications for occupational therapy intervention for major neuropsychiatric conditions are discussed.

5330 INTRODUCTION TO RESEARCH Interpretation and critical analysis of current literature and research in occupational therapy. Sampling, data collection, data analysis, reliability, validity, and the components of a research proposal are introduced. Spring.

5380 EVALUATION AND TREATMENT IN PHYSICAL DISABILITIES II Emphasizes traditional and contemporary motor control frames of reference and

cognitive-perceptual approaches to intervention with the adult population. Students will learn approaches to assessment, intervention, and documentation based on these approaches. Prerequisite: Admission to OT program. Fall.

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

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

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

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

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

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

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

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

6300 BODY IMAGE AND PERCEPTUAL DYSFUNCTION IN ADULTS Integration and application of perceptual research and theory to rehabilitation of conditions that

result in visual and somesthetic perceptual dysfunctions and body image disturbances. Prerequisite: Completion of an entry-level program in a rehabilitation discipline or consent of instructor. On demand.

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

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

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

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

6308 ADVANCED PRACTICE IN PHYSICAL DISABILITIES Study of purposes and uses of orthotic and prosthetic appliances. Selection, fitting, and fabrication of orthotic appliances, selection of prostheses. Special emphasis on management of burns, arthritis, and musculoskeletal injuries. Prerequisite: Admission to OT program. Spring.

6310 OCCUPATIONAL THERAPIST AS AN EDUCATOR Prepares the occupational therapy clinician for adaptation to the higher education environment. Academic issues and concepts are presented; students will learn to prepare educational objectives, learning experiences, and evaluations for a unit of study. Spring

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

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

6314 OCCUPATIONAL THERAPY PRACTICE IN GERIATRICS Role of

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

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

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

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

6330 TRANSDISCIPLINARY ASSESSMENT OF YOUNG CHILDREN Addresses issues involved in transdisciplinary assessment of children (and their families), ages birth to five, with special needs. Spring.

6335 ADVANCED SPINAL CORD INJURY MANAGEMENT Course will include information necessary for students to independently perform advanced client evaluation and intervention for persons with spinal cord injuries.

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

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

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

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

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN Development of the Individual Family Service Plan (IFSP) is examined. Professionals from involved disciplines will discuss transdisciplinary strategies and

materials used with young children with special needs in a variety of settings. Prerequisite: OTHY 6330 or permission of instructor. Summer.

6360 OCCUPATIONAL THERAPY IN PUBLIC SCHOOLS Occupational therapy services within the context of the public school environment are examined. Students develop advanced knowledge of the implication of the Individuals with Disabilities Education Act on occupational therapy service delivery, to include education-related assessments and collaborative consultation.

6365 CURRENT ISSUES AND TRENDS IN OCCUPATIONAL THERAPY Identification and analysis of current issues and trends in occupational therapy and the health care environment. Recent changes and future projections for occupational therapy practice and education are discussed. Fall

6370 ADVANCED SPLINTING IN OCCUPATIONAL THERAPY The fabrication and treatment progression for selected dynamic splints/casts utilized with individuals with joint range of motion impairments. On demand.

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3040601.html

Graduate Bulletin
Document Number 3.05.05

PHILOSOPHY AND RELIGION

The Department of Philosophy and Religion offers courses at the graduate level only to serve the needs of other programs. The primary goal is to provide the graduate student with a deeper understanding of the philosophical, ethical, and logical foundations and implications of their own field of study. UCA does not offer graduate degrees in Philosophy and Religion.

[1] Graduate Courses in Philosophy and Religion (PHIL)

5300 READINGS IN PHILOSOPHY Independent study designed to deal in depth with specific individuals in philosophy. Consent of graduate advisor and the department of philosophy and religion.

5350 HEALTH CARE ETHICS A study of issues and principles of health care ethics. Topics covered include ethical reasoning, principles and areas of bioethics, and individual case studies of problems arising in the practice of various health care fields.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30505.html

Graduate Bulletin
Document Number 3.04.07

PHYSICAL THERAPY

[1] Mission and Objectives

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

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

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

[2.1] Program Admission Requirements

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

1. Present a transcript of having earned a baccalaureate degree from an accredited institution with a minimum cumulative GPA of 3.00 on a scale of 4.00 and a science GPA of 2.75 on a scale of 4.00 for all biology, chemistry, and physics course work. Degree must be awarded by August enrollment date. (Students pursuing a baccalaureate degree at UCA may want to consider the BS in Health Sciences with a physical therapy emphasis.)
2. Provide a score report for the Graduate Record Examinations (GRE).

3. Provide two letters of recommendation.
4. Submit the application fee (specific fee information provided yearly in the application packet).
5. Attend an interview (scheduled after review of applicant's packet).
6. Have completed the following courses or their equivalents:

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

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

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

[2.2] Special Admissions Options

1. **UCA Students**: Students who begin study at UCA and who meet specified performance standards will be eligible to apply to the Physical Therapy program following completion of 28 semester credit hours. Another opportunity to apply will be given to students after completion of 90 credits at UCA. Actual enrollment into the program will occur after completion of a baccalaureate degree. These opportunities will give students who study at UCA an advantage over transfers in securing a position in the Physical Therapy Professional Program. If you are currently a UCA student, please contact the physical therapy advisor for details regarding this policy.
2. **Grade Point Averages and GPA for recent course work**:
   30 semester hours or 45 quarter hours: The GPA for the most recent course work will be considered by the Admissions Committee as a substitute for the cumulative GPA for admission purposes only. The substitution may be made if the GPA for the last 30 semester hours (45 quarter hour equivalent) is at least 10% higher than the cumulative GPA and includes 15 hours of appropriate science course work. A minimum 2.75 cumulative GPA requirement and a minimum 2.75 science GPA requirement must be met prior to using this option. No more than eight hours of the science course work may be repeated course work. The total hours for the recent college GPA are obtained by beginning with the last semester or quarter of course work and moving backwards chronologically on the transcript(s) until 30 semester hours or quarter hour equivalents are obtained. All courses are included. No more than one-third of the non-science course work included in the recent course work GPA may be repeated course work.
   54-hour post-degree policy: The 54-hour post-degree policy is designed for students who have completed a baccalaureate degree and are unable (because of a low cumulative GPA) to qualify for the last 30-hour rule. Students interested in the 54-hour post-degree policy should contact the physical therapy advisor at UCA for a copy of the policy.

[2.3] Tuition and Fees

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

[2.4] Accreditation Status

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

[2.5] Professional Curriculum (124 hours; Subject to Change)

H SC 5400 Gross Anatomy
PTHY 6501 Neuroscience
PTHY 6410 Selected Intervention Techniques
PTHY 6415 Fundamental Skills in PT Intervention
PTHY 6401 Kinesiology I
PTHY 5403 Human Physiology
PTHY 6411 Selected Intervention Techniques II
PTHY 6314 Neurophysiological Principles of Motor Control
PTHY 7205 Seminar in Physical Therapy
PTHY 5370 Pathology I
PTHY 6340 Research Design
PTHY 6402 Kinesiology II
PTHY 7105 Seminar in Physical Therapy II
PTHY 6336 Psychosocial Aspects of Physical Disability
PTHY 7515 Neuromuscular Physical Therapy: Infancy to Adolescence
PTHY 7516 Neuromuscular Physical Therapy: Adult
PTHY 7505 Musculoskeletal Physical Therapy I
PTHY 6240 Pathology II
PTHY 7110 Seminar in Physical Therapy III
PTHY 7410 Neuromuscular Physical Therapy: Complex
PTHY 7405 Musculoskeletal Physical Therapy II

PTHY 7520 Cardiopulmonary Principles and Practice
PTHY 7325 Clinical Education Practicum I
PTHY 6250 Medical Therapeutics in Rehabilitation
PTHY 7510 Clinical Electrophysiological Examination and Intervention
PTHY 7111 Seminar in Physical Therapy IV
PTHY 6353 Independent Studies in Physical Therapy
PTHY 63XX/73XX Elective
PTHY 7425 Clinical Education Practicum II
PTHY 7425 Clinical Education Practicum III
PTHY 6324 Clinical Administration and Management
PTHY 7525 Clinical Education Practicum IV
PTHY 7205 Seminar in Physical Therapy V
PHIL 5350 Health Care Ethics
PTHY 7206 Seminar in Physical Therapy VI
PTHY 7525 Clinical Education Practicum

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

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

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

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

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

[4.1] Program Vision

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

[4.2] Program Objectives

A graduate of the DPT curriculum post-professional track

1. Integrates medical screening, diagnosis, and prognosis within clinical practice and serves as a primary care practitioner.
2. Applies contemporary, culturally aware practice language and principles using disability and patient/client management models.
3. Exhibits knowledge in screening, examination, evaluation, diagnosis, prognosis, and intervention in the four areas of practice (musculoskeletal, neuromuscular, integumentary, and cardiopulmonary) and exhibits advanced clinical skills in at least one of these areas.
4. Mentors less experienced therapists in at least one area of practice, provides consultation to patient/clients and other health care practitioners, and facilitates the client referral process.
5. Uses evidence-based practice where evidence is available and consensus-based practice when necessary.
6. Evaluates clinical practice outcomes for individual patients/clients and for populations.
7. Participates in clinical scholarship (including dissemination of new findings to colleagues through presentations and publications), clinical administration, and clinical or academic teaching.
8. Advances the profession of physical therapy through participation in activities of professional organizations, accreditation agencies, patient and legislative advocacy, public health policy decisions, and other professional roles.

[4.3] Admissions Requirements

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

[4.4] Curriculum for the DPT (Transitional Track)

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

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

Course Number	Course Title	SCH
PTHY 7I20	Professional Self-Assessment	1
PTHY 7310	Professional Leadership in Physical Therapy	3

PTHY 7321	Efficacy in Physical Therapy Practice I	3
PTHY 7322	Efficacy in Physical Therapy Practice II	3
PTHY 7388	Lifespan Motor Development	3
PTHY 6314	Neurophysiological Principles of Motor Control	3
PTHY 6250	Medical Therapeutics in Rehabilitation	2
PTHY 7330	Applied Histology, Pathology, and Physiology	3
PHIL 5350	Health Care Ethics	3
PTHY 7365	Differential Diagnosis in Physical Therapy	3
PTHY 7325	Clinical Education Practicum	3
PTHY 6110	Clinical Practicum: Administration	1
PTHY 7385	Teaching Practicum in Physical Therapy Education	3
PTHY 7207	Seminar in Physical Therapy V	2
	Electives from existing courses	9
	Total	**45**

[4.4.2] For the Student with a Baccalaureate Degree

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

Course Number	Course Title	SCH
PTHY 7l20	Professional Self-Assessment	1
PTHY 7310	Professional Leadership in Physical Therapy	3
PTHY 7321	Efficacy in Physical Therapy Practice I	3
PTHY 7322	Efficacy in Physical Therapy Practice II	3
PTHY 6340	Research Design in Physical Therapy	3
PTHY 7320	Efficacy Research in Physical Therapy: Problems and Issues	3
PTHY 7388	Lifespan Motor Development	3
PTHY 6314	Neurophysiological Principles of Motor Control	3
PTHY 6250	Medical Therapeutics in Rehabilitation	2
PTHY 7330	Applied Histology, Pathology, and Physiology	3
PHIL 5350	Health Care Ethics	3
PTHY 7365	Differential Diagnosis in Physical Therapy	3
PTHY 7390	Advanced Anatomy	3
PTHY 7325	Clinical Education Practicum	3
PTHY 7425	Clinical Education Practicum	4
PTHY 6110	Clinical Practicum: Administration	1
PTHY 7385	Teaching Practicum in Physical Therapy Education	3
PTHY 7110	Seminar in Physical Therapy III (documentation)	1

PTHY 7111	Seminar in Physical Therapy IV (diagnosis)	1
PTHY 7206	Seminar in Physical Therapy V (complex patients)	2
PTHY 7207	Seminar in Physical Therapy VI (culminating project)	2
	Electives from existing courses	19
	Total	**72**

[5] Doctor of Philosophy (PhD)

[5.1] Objectives

The PhD degree program graduate will demonstrate

1. Skill in the conduct of original research, providing evidence of an understanding of research designs and the ability to formulate hypotheses, plan methodologies, gather data (quantitatively and qualitatively), draw conclusions, and effectively communicate research findings;
2. A commitment to engage in scholarship after graduation and to discover new knowledge and develop theoretical principles that advance the understanding of physical therapy practice;
3. Breadth of knowledge of the discipline and the research literature;
4. The ability to teach at beginning and advanced levels of instruction; and
5. Leadership traits that guide the profession in identifying and resolving important questions and problems.

[5.2] Application Process

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

1. An application for Admission to the program from the Department of Physical Therapy.
2. An application for Admission to Graduate Study at the University of Central Arkansas.
3. Scores on he Graduate Record Examinations (GRE) Aptitude Test.
4. Verification (transcripts) of completion of a CAPTE-accredited physical therapy curriculum (or equivalent) with a GPA of at least 3.00 (4.00 scale).
5. A license to practice as a physical therapist in the United States or its territories may be required if the student desires a clinical focus.

[5.3] Admission Process

[5.3.1] Review by the Advanced Degree Admissions Committee

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

statement of purpose.

[5.3.2] Interview

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

[5.4] Program of Study

As graduates of accredited physical therapy educational programs, applicants to the PhD degree program are expected to possess knowledge regarding the profession of physical therapy and its practice environments and culture. The program of study will be individualized for each student based upon current skills in statistics, research design, and a specific interest area. The program includes a major field, independent scholarship and leadership (consisting of core and research courses), and elective courses that provide breadth within the student's interest area.

Apprenticeship to and close association with faculty members allow the student to evaluate pertinent literature, determine issues and problems, apply appropriate principles and procedures, and commit to ethical practices necessary for research. The course of study is individualized for each student based upon recommendations by a faculty advisor and two committee members. A minimum of 96 credits beyond the baccalaureate degree or 60 credits beyond the master's degree is required. Minimum credits for master's degree holders are outlined below.

[5.4.1] Core Courses (21 credits)

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

		SCH
PTHY 6116	Research Seminar I	1
PTHY 6216	Research Seminar II	2
PTHY 7388	Lifespan Motor Development	3
PTHY 7305	Scientific Bases for Motor Control/Development	3
PTHY 7310	Professional Leadership	3
PTHY 7315	College Teaching in Physical Therapy	3
PTHY 7320	Efficacy Research in Physical Therapy	3
PTHY 7321	Efficacy in Physical Therapy Practice	3

[5.4.2] Research Courses (24 credits chosen from the following)

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

disseminating the findings.

		SCH
PSYC 6330	Advanced Psychological Statistics	3
KPED 6316	Data Analysis	3
PTHY 7316	Biomechanical and Kinesiological Analysis	3
PTHY 7101-7901*	Advanced Research (variable credit 1-9)	3-9
PTHY 7102-7902	Dissertation (variable credit 1-9)	12

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

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

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

		SCH
PTHY 6301*	Special Problems in Physical Therapy	3
PTHY 7302	Foundation of Sports Physical Therapy	3
PTHY 7304	Sports I	3
PTHY 7306	Sports II	3
PTHY 7308	Upper Quarter and Cervical Spine	3
PTHY 7309	Evaluation and Intervention of the Lumbar Spine	3
PTHY 7311	Developmental Anatomy	3
PTHY 7390	Advanced Anatomy	3
PTHY 7329	Application of Physical Therapy in Geriatrics	3
PTHY 7385	Teaching Practicum in Physical Therapy	3
PTHY 7380	Geriatric Orthopedics	3
PTHY 6330	Transdisciplinary Assessment of Young Children	3
PTHY 6354	Transdisciplinary Intervention with Young Children	3
PTHY 7360	Advanced Examination and Evaluation in Pediatric I	3
PTHY 7361	Advanced Examination and Evaluation in Pediatric II	3
PTHY 7333	Occupational Health and Work Injury Management	3
PTHY 7334	Aquatic Therapy	3
PTHY 6335	Advanced Spinal Cord Injury Management	3
PTHY 7337	Wound Management in Physical Therapy	3
PTHY 6338*	Directed Graduate Study	3

*PTHY 6301 and 6338 may be repeated.

[6] Graduate Courses in Physical Therapy (PTHY)

Follow this link for PTHY course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30407.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.04.07.01

PHYSICAL THERAPY

Return to Physical Therapy

[1] Graduate Courses in Physical Therapy (PTHY)

5115 CLINICAL PRACTICUM SEMINAR Information related to physical therapy clinical education with emphasis on note writing, other documentation, health care systems, and in-service training.

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

5210 CLINICAL PRACTICUM I Supervised participation in evaluation and therapeutic management of a variety of disorders and diseases related to physical therapy. A minimum of 80 clinical clock hours required. Summer.

5290 TOPICS IN PHYSICAL THERAPY: INTERNATIONAL STUDY FIELD TRIP/CLINICAL PRACTICUM Study in a selected country to enhance medical and cultural knowledge through organized field trip experiences.

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

5401 KINESIOLOGY AND PHYSICAL ASSESSMENT Study of the functional anatomy and biomechanics of all the major joints of the human body. Also covered are the evaluation techniques of manual muscle testing, goniometry, gait and postural analysis. Combination of lecture and laboratory. Summer.

6101-6301 SPECIAL PROBLEMS IN PHYSICAL THERAPY Concentrated individual study of a particular topic in a specialty area of physical therapy under supervision. Designed to supplement regularly organized courses in physical therapy. Prerequisites: Consent of instructor and graduate committee. On demand.

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

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

6138-6338 DIRECTED GRADUATE STUDY IN PHYSICAL THERAPY Directed group in-depth study of a particular topic in physical therapy. Prerequisites: Consent of instructor and graduate committee. On demand.

6199-6699 CONTINUING STUDIES This credit/no-credit course is required in subsequent semester(s) when an X grade is awarded in a specified graduate physical therapy course (specified courses will be determined by the department chair and the faculty member supervising the student). Students will enroll while working on completing requirements and until course requirements are met. This course will not count toward the MS, DPT, or PhD degrees; the course does, however, allow the student access to faculty guidance and university resources.

6211 CLINICAL PRACTICUM II Supervised participation in evaluation and therapeutic management of a variety of disorders and diseases related to physical therapy. A minimum of 180 clinical clock hours required. A continuation of Clinical Practicum I. Prerequisite: PTHY 5300. Fall.

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

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

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

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

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

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

6330 TRANSDISCIPLINARY ASSESSMENT OF YOUNG CHILDREN This course

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

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

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

6337 WOUND MANAGEMENT IN PHYSICAL THERAPY A comprehensive survey of integumentary practice patterns, including examination (history of taking tests and measures), evaluation for integumentary disorders, developing a diagnosis and prognosis, applying rational interventions for wounds, primary prevention of integumentary impairment, and secondary prevention of functional limitations and disability related to impaired integumentary integrity. Prerequisite: PTHY 6332 or equivalent. Annually.

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

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

6344 THESIS I This phase of the thesis process includes completion of proposal and collection of data. Summer.

6345 THESIS II This phase of the thesis process includes the completion of data collection, writing the thesis, and defense of the thesis. Prerequisite: PTHY 6340. Spring.

6353 INDEPENDENT STUDIES IN PHYSICAL THERAPY Study of general principles through data collection, results, analysis, and the drawing of conclusions. Prerequisites: PTHY 6340, admission to Professional Curriculum in Physical Therapy, and graduate standing. Spring.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN This course will examine the development of the Individual Family Service Plan (IFSP). Professionals from involved disciplines will discuss transdisciplinary strategies and materials used with young children with special needs in a variety of settings. Prerequisite: PTHY 6330 or permission of the instructor. Summer.

6365 CLINICAL PRACTICUM: REHABILITATION Supervised clinical experience for third-year Master of Science physical therapy students in a rehabilitation setting.

Prerequisite: Admission to the Physical Therapy master's program and at least a 3.00 GPA in courses required for the major in the professional curriculum. Fall.

6370 CLINICAL PRACTICUM: SPECIALTY Supervised clinical experience for third-year Master of Science physical therapy students in a specialty care setting. Prerequisite: Admission to the Physical Therapy master's program and at least a 3.00 GPA in courses required for the major in the professional curriculum. Fall.

6375 CLINICAL PRACTICUM: ACUTE Supervised clinical experience for third-year Master of Science physical therapy students in an acute care setting. Prerequisite: Admission to the Physical Therapy master's program and at least a 3.00 GPA in courses required for the major in the professional curriculum. Fall.

6401 KINESIOLOGY I Study of selected structural and functional properties of anatomical structures of the human body. Biomechanical analyses and evaluation techniques of muscle testing, goniometry, and sensory testing all applied to normal and pathological human motion. Prerequisite: Admission to PT program. Annually.

6402 KINESIOLOGY II Study of selected structural and functional properties of anatomical structures of the human body. Biomechanical analyses and evaluation techniques of muscle testing, goniometry, posture and gait analysis, applied to normal and pathological human motion. Continuation of PTHY 6401 Kinesiology I. Prerequisite: PTHY 6401 Kinesiology I. Annually.

6410 SELECTED INTERVENTION TECHNIQUES I Application of and physiological principles underlying the use of thermal agents, hydrotherapy, phototherapy, and other physical agents in treatment of clinical conditions. Includes physiology of inflammation and pain perception and the physics of therapeutic modalities. Emphasis on practical applications, identification of effects, knowledge of indications and contraindications. Prerequisite: Acceptance into PT program. Annually.

6411 SELECTED INTERVENTION TECHNIQUES II Application and physiological principles of massage, traction, biofeedback, stretching, and therapeutic exercise in patient treatment. Emphasis on practical applications, effects, indications, and contraindications of these procedures, keeping in mind the underlying physiological principles of the treatment by alteration of the treatment plan. Specific exercise and stretching techniques and protocols will be addressed. Prerequisite: Acceptance into PT program. Annually.

6415 FUNDAMENTAL SKILLS IN PHYSICAL THERAPY INTERVENTION The study and practice of body mechanics, patient transfer and positioning techniques, patient bed mobility, use of special equipment in the patient care environment, the prescription, fitting, application, and use of wheelchair and other assistive devices, accessibility and architectural barriers, infection control, wound care, systems review examination, and other selected topics related to acute care in physical therapy. Prerequisite: Acceptance into PT program. Annually.

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

3370 or equivalent. Annually.

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

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

7105 SEMINAR IN PHYSICAL THERAPY II Builds upon information and concepts in Seminar in Physical Therapy I. Fundamental concepts and principles central to physical therapy as a clinical science. Formulation and use of theory and differing sources of knowledge in clinical practice, other professional issues central to clinical practice, development of clinical reasoning/judgment skills, and basic analysis of clinical cases and case reports, including foundational writing skills. Prerequisite: PTHY 7205 Seminar in PT I. Annually.

7110 SEMINAR IN PHYSICAL THERAPY III Builds upon information and concepts in Seminar in Physical Therapy I and II by introducing concepts related to clinical practice and personal development. Emphasis will be on identifying and developing professional behavior, communication, documentation, and clinical education assessment. The focus of this course is on preparing the student for practice in the clinic. Prerequisites: PTHY 7105 Seminar in PT II. Annually.

7111 SEMINAR IN PHYSICAL THERAPY IV Builds upon information and concepts in Seminars in Physical Therapy I-III and materials in curriculum in general. Emphasis will be on women's health issues, differential diagnosis, and death and dying. Prerequisites: PTHY 7110 Seminar in PT III. Annually.

7120 PROFESSIONAL SELF-ASSESSMENT This course provides for the use of a portfolio process for self-assessment of professional knowledge and skills, for decision-making regarding course work to be completed in a post-professional curriculum, and for communication of assessment results with faculty. Prerequisites: Acceptance into a graduate program in physical therapy or permission of instructor. On demand.

7199-7699 CONTINUING STUDIES This credit/no-credit course is required in subsequent semester(s) when an X grade is awarded in a specified graduate physical therapy course (specified courses will be determined by the department chair and the faculty member supervising the student). Students will enroll while working on completing requirements and until course requirements are met. This course will not count toward the MS, DPT, or PhD degrees; the course does, however, allow the student access to faculty guidance and university resources.

7205 SEMINAR IN PHYSICAL THERAPY I Discussion of contemporary topics affecting and influenced by physical therapy. Issues that deal with

professionalization and socialization will be discussed. The structure and role of professional organizations in physical therapy will be presented. Prerequisite: Acceptance in PT program. Annually .

7206 SEMINAR IN PHYSICAL THERAPY V Builds upon information and concepts in Seminars in Physical Therapy I-IV. Emphasis will be on the concepts and principles central to clinical practice. The focus of this course is on preparing the student for full-time practice in the clinic. Case studies for data collected in the fall semester of year 2 will be presented. Prerequisites: PTHY 7111 Seminar in PT IV. Annually.

7207 SEMINAR IN PHYSICAL THERAPY VI Builds upon information and concepts in Seminars in Physical Therapy I-V. Emphasis will be on contemporary clinical practices and issues attendant to quality of patient care. Prerequisite: PTHY 7206 Seminar in PT V. Annually.

7304 SPORTS I Provides the knowledge and skill required to treat the injured athlete successfully and to develop/implement a sports physical therapy program. Also presented are topic areas which have been identified as advanced clinical competencies, including analyzing evidence-based intervention.

7305 SCIENTIFIC BASES FOR MOTOR CONTROL AND DEVELOPMENT An advanced course addressing theories of motor development from birth to death. Students combine concepts regarding movement pattern changes during the life span with research evidence regarding physiological and anatomical systems.

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

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

7309 LUMBOPELVIC DYSFUNCTION Study of advanced evaluation and treatment of the lumbar spine. An eclectic approach to the lumbar spine will be presented with specific emphasis on the osteopathic model as an approach to spine function and dysfunction. Treatment will emphasize manual interventions such as muscle energy and direct and indirect mobilization. In addition, strengthening, lumbar stabilization, and neuro-dynamics will be discussed.

7310 PROFESSIONAL LEADERSHIP IN PHYSICAL THERAPY An advanced course addressing current and future professional, legal, and ethical issues related to physical therapy practice, education, and research. Students will examine evolving roles of professional leadership as affected by such factors as changing societal demands, trends in health care, government regulations, and the expanding body of knowledge. These experiences will prepare students for leadership roles as change agents in the profession.

7311 DEVELOPMENTAL ANATOMY A course in developmental anatomy with special emphasis on the interrelationships inherent in developing systems, including molecular, morphogenic, genetic, and neural aspects of control mechanisms.

7312 SPORTS III Presents a regional perspective of upper extremity function as it relates to athletes. Students analyze research related to physical therapy for upper extremity sports injuries.

7315 COLLEGE TEACHING IN PHYSICAL THERAPY: PROBLEMS AND ISSUES An advanced course addressing problems and issues in teaching physical therapy course work. Students will explore the literature on college teaching in general and then focus specifically on the uniqueness of the professional roles of faculty members in physical therapy. Students are expected to have clinical or academic teaching experience prior to enrollment.

7316 ADVANCED BIOMECHANICAL AND KINESIOLOGICAL ANALYSIS This course emphasizes electromyographic (EMG) recording instruments and techniques commonly used in kinesiological and biomechanical studies and includes the use of EMG in motor unit training, biofeedback, and myoelectrics. Students perform, compare, and evaluate intramuscular and surface EMGs relative to variables such as muscle length, tension, and type of contraction.

7320 EFFICACY RESEARCH IN PHYSICAL THERAPY: PROBLEMS AND ISSUES An advanced course designed to examine clinical research as a method of answering questions in a systematic and objective way to analyze clinical outcomes, methods of practice, and relationships among clinical phenomena.

7321 EFFICACY IN PHYSICAL THERAPY PRACTICE This course provides a supervised advanced clinical experience in physical therapy using research-based assessment and intervention.

7322 EFFICACY IN PHYSICAL THERAPY PRACTICE I This course is the first part of a two-part course examining sources of knowledge for effectiveness in patient/client management for the four practice areas: musculoskeletal, neuromuscular, integumentary, and cardiopulmonary. In part one, students study systems for evaluating evidence and knowledge--through networked activities (requiring computer), readings, lectures/discussions--and for applying concepts to patient screening, examination, evaluation, assessment, diagnosis, and prognosis. The course is required for post-professional students. On demand.

7323 EFFICACY IN PHYSICAL THERAPY PRACTICE II This course is the second part of a two-part course examining sources of knowledge for effectiveness in patient/client management for the four practice areas: musculoskeletal, neuromuscular, integumentary, and cardiopulmonary. In part two, students study systems for evaluating evidence and knowledge--through networked activities (requiring computer), readings, lectures/discussions--and for applying concepts to the plan of care, interventions, and outcomes assessment. The course is required for post-professional students. On demand.

7325, 7425, 7525 CLINICAL EDUCATION PRACTICUM A full-time supervised clinical experience with emphases in professional behaviors and physical therapy

practice patterns. The clinical experiences are designed to allow the student to practice didactic and clinical skills in a variety of practice environments. The course must be satisfactorily repeated to complete a minimum of 21 credit hours. Prerequisite: Admission to profession curriculum. On demand.

7329 APPLICATION OF PHYSICAL THERAPY IN GERIATRICS Study of physical therapy considerations for the geriatric population with emphasis on the physical and psychological changes associated with the aging process. The course surveys the wellness needs of the older individual, the special needs of the disabled aged, and the role physical therapy plays in maintaining functional independence for these populations. The course will add depth and breadth to the concept of life span aging.

7333 OCCUPATIONAL HEALTH AND WORK INJURY MANAGEMENT An integrated approach of service, programs, and treatment regimes provided by physical and occupational therapists for the treatment and prevention of work-related injuries.

7334 AQUATIC THERAPY Study of the basic physical properties of water and their application in therapeutic treatment of patients in a water medium. Proper safety precautions, infection control, and pool maintenance will also be studied.

7345 ADVANCED ELECTROPHYSIOLOGICAL ASSESSMENT Advanced study in the use of nerve conduction and electromyographic techniques in the assessment and evaluation of selected patients. On demand.

735 0 **CLINICAL ASSESSMENT OF PERIPHERAL NERVOUS SYSTEM COMPROMISE FOR THE SPORTS, ORTHOPEDIC, AND INDUSTRIAL THERAPIST** Advanced study in assessment of the peripheral nervous system for differentiation of peripheral compromise, radiculopathies, and plexopathies. Localization of peripheral lesions and sites of compromise. On demand.

7360 ADVANCED EXAMINATION AND EVALUATION IN PEDIATRICS I A transdisciplinary course to consider the theories and applications of advanced measurement and assessment instruments and procedures used in pediatrics (birth to adolescence). The course is open to students enrolled in graduate study in physical or occupational therapy, speech/language pathology, nursing, and early childhood special education or by permission of the instructor. Students will participate in the selection of relevant assessment instruments to be studied based on current best practice in their respective fields.

7361 ADVANCED EXAMINATION AND EVALUATION IN PEDIATRICS II A continuation of PTHY 7360 Advanced Examination and Evaluation in Pediatrics I with emphasis on administration of selected assessment instruments to pediatric clients.

7365 DIFFERENTIAL DIAGNOSIS IN PHYSICAL THERAPY This course presents advanced information that will enable a physical therapist to function more efficiently as a primary care giver in the biomedical community. Emphasis will be placed on the advanced integration of information obtained from examination and assessment procedures in order to differentiate conditions appropriate for treatment by physical therapists from pathologies that warrant referral to appropriate specialists. Advanced

examination procedures that allow the differentiation of pathological conditions that present with similar symptoms will be stressed.

7380 GERIATRIC ORTHOPEDICS Study of the complexities involved in the treatment of musculoskeletal problems in the older adult with an emphasis on injury prevention, wellness, and functional independence. The course is an advanced-level analysis of the current practice guidelines and research to address the orthopedic specificity of the older population.

7385 TEACHING PRACTICUM IN PHYSICAL THERAPY EDUCATION Students will be involved in classroom experiences that include developing teaching strategies, selecting content, writing tests, using media, and managing student behaviors. Students will discuss the faculty issues of workloads, tenure, research, service, faculty development and assessment, and accreditation as necessary for functioning in a physical therapy educational environment. On demand.

7388 LIFESPAN MOTOR DEVELOPMENT Study of development from birth to death with emphasis on movement pattern changes. Students demonstrate skill in movement assessment of normally developing children and adults, in recognition of pathological development occurring in various diagnostic categories, and in age-appropriate treatment regimens for specific movement disorders.

7390 ADVANCED ANATOMY Advanced study of anatomy with emphasis on clinical anatomy of the musculoskeletal system. Students will correlate regional and systemic anatomical knowledge with clinical applications. Students will be introduced to imaging technology and will use cadaver dissection, prosection use, and interpretation of anatomical images to enhance their understanding of diagnostic and treatment techniques.

7405 MUSCULOSKELETAL PHYSICAL THERAPY II The management of the patient/client with spinal dysfunction and peripheral nerve injury including examination, evaluation, diagnosis, prognosis, and intervention (including manual therapy). Instruction will also consist of planning and implementing intervention programs including prevention, wellness, exercise, manual therapy, industrial, and other orthopedic physical therapy concepts. Prerequisite: Acceptance into PT program. Annually.

7410 NEUROMUSCULAR PHYSICAL THERAPY: COMPLEX Evaluation and treatment of patients with multiple trauma, generalized weakness, and specific disabilities or disease processes including multiple trauma, amputations, spinal cord injuries, diabetes mellitus, Guillain-BarrC) Syndrome, post-polio syndrome, multiple sclerosis, Parkinson's disease, cancer, Charocot-Marie Tooth, and amyotrophic lateral sclerosis. The principles of orthotics and prosthetics design and management are also presented. Prerequisite: Admission to PT program. Annually.

7505 MUSCULOSKELETAL PHYSICAL THERAPY I The management of the patient/client with dysfunction in the extremities including examination, evaluation, diagnosis, prognosis, and intervention (including manual therapy). Instruction will also consist of planning and implementing intervention programs including prevention, wellness, exercise, manual therapy, and other orthopedic physical therapy concepts. Prerequisite: Acceptance into PT program. Annually.

7510 CLINICAL ELECTROPHYSIOLOGICAL EXAMINATION AND INTERVENTION Instrumentation, techniques of application, and clinical uses of electricity in physical therapy examination, evaluation, and intervention with selected patients and conditions. Prerequisite: Admission to PT program. Annually.

7515 NEUROMUSCULAR PHYSICAL THERAPY: INFANCY TO ADOLESCENCE Physical therapy management of children with birth or acquired conditions affecting motor control and function. Focus placed on motor development, conditions, patient examination, evaluation, motor diagnosis, prognosis, and interventions. Theoretical foundations are reviewed. Environmental contexts are considered. Prerequisite: Admission to PT program. Annually.

7516 NEUROMUSCULAR PHYSICAL THERAPY: ADULT Study of specific progressive and non-progressive neuromuscular disorders and appropriate examination and treatment strategies based on the patient/client management model. A systems approach to examination and intervention in the adult will be used. Neuromuscular aging will be discussed as related to locomotion and recovery following a neuromuscular insult or injury. Prerequisite: Acceptance in PT program. Annually .

7520 CARDIOPULMONARY PRINCIPLES AND PRACTICE A comprehensive survey of cardiopulmonary practice patterns, including examination (history taking, tests, and measures), evaluation for cardiopulmonary disorders, developing a diagnosis and prognosis, applying rational interventions for cardiopulmonary disorders, and secondary prevention of functional limitations and disability related to cardiopulmonary disorders. Prerequisite: Admission to PT program. Annually.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3040701.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.06.05

PHYSICS AND ASTRONOMY

Graduate courses in physics are designed to aid science teachers in their pursuit of an understanding of the logical development of the sciences and the scientific method, to provide them with a comprehensive background to modern theories in physics, and to develop pedagogy unique to instruction in the physical sciences. UCA does not offer a graduate degree in either physics or astronomy. All courses are offered on demand. Please contact the Department of Physics and Astronomy for more information.

[1] Graduate Courses in Physics (PHYS)

5103-5303 SPECIAL PROBLEMS IN PHYSICS May consist of problem solving, library research, and/or laboratory work. Students may register for one to three hours each semester. May be repeated with change of content. Fall, spring, summer.

5104-5304 SPECIAL PROBLEMS IN ASTRONOMY May consist of problem solving, library research, and/or laboratory work. Students may register for one to three hours each semester. May be repeated with change of content. Fall, spring, summer.

5301 CONCEPTS OF PHYSICAL SCIENCE 1 A laboratory course designed for the elementary, junior high, and high school teacher. Prerequisite: Consent of instructor.

5302 CONCEPTS OF PHYSICAL SCIENCE 2 Continuation of PHYS 5301. Prerequisite: Consent of instructor.

5360 PHYSICS FOR SECONDARY TEACHERS Introduction to secondary-level physics teaching materials and laboratory techniques. Prerequisite: Consent of instructor.

6310 DEMONSTRATION EXPERIMENTS IN PHYSICS The development of demonstration experiments for use at the high school level. Prerequisite: Consent of instructor.

6320 EXPERIMENTS IN MODERN PHYSICS Selected modern physics experiments to illustrate experimental techniques used in modern physics are performed by the student. Theory and analysis of the experiments are emphasized. Prerequisite: Consent of instructor.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30605.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.05.06

POLITICAL SCIENCE

UCA does not offer a graduate degree in Political Science.

[1] Graduate Courses in Political Science (PSCI)

5300 CONSTITUTIONAL LAW The Constitution of the United States, focusing on the work of the United States Supreme Court and the effects of its decisions upon the political system of the United States. Prerequisite: PSCI 1330. Fall.

5301 CIVIL LIBERTIES The historical background, judicial decisions, and contemporary social criticisms regarding civil liberties. Focus on the Bill of Rights. Prerequisite: PSCI 1330. Spring.

5331 AMERICAN POLITICAL THEORY Major theoretical ideas and issues of American political thought from the Colonial period to the present. Prerequisite: PSCI 1330. Spring.

5334 THE AMERICAN PRESIDENCY The US Presidency, nomination, election, responsibilities and powers, problems, and principles of contemporary executive-legislative relationships. Prerequisite: PSCI 1330. Fall.

5335 THE AMERICAN CONGRESS The United States Congress examined for how people are nominated and run for offices, how the legislative branch is organized, and how the legislative process works. Prerequisite: PSCI 1330. Fall.

5336 CITY GOVERNMENTS AND POLITICS Large and small city governments in the United States and Arkansas. Government institutions that make local policies are examined, as are the following problem areas: taxing, spending, revenue-sharing, education, police, crime, and welfare. Prerequisite: PSCI 1330. Spring, odd years.

5340 SEMINAR: SELECTED TOPICS Study in depth of a significant issue or field of study in political science. Content will vary on demand. Prerequisite: Junior, senior, or approved graduate standing with the prerequisites varying according to the topic and degree of specialization required. On demand.

5375 INTERGOVERNMENTAL RELATIONS A study of the relationships among federal, state, and local governments in the United States. Lecture and discussion. Prerequisite: PSCI 1330.

5199-5499 STUDIES IN POLITICAL SCIENCE Independent studies course in political science designed to meet the individual needs of a student. Credit from one to four hours may be earned in one semester. The work is chosen by the student and the tutor with the approval of the department chair. Prerequisite: Consent of

instructor and department chair. On demand.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30506.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.04

PSYCHOLOGY AND COUNSELING

[1] Departmental Admission and Retention Requirements

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

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

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

1. An application and typed essay to a specific program must be filed with the program chairperson of the Psychology/Counseling department, including:
    a. Three letters of recommendation from former college professors or individuals otherwise qualified to comment of your professional and academic potential.
    b. Submission of transcripts of all completed course work.
    c. GRE scores (General Section).
    d. Completion of any prerequisites or other requirements specific to individual programs.
2. Admissions Committee approval
3. Petition for Candidacy
    a. School or Counseling Psychology: not more than 30 semester hours completed.
    b. Counseling Programs: not more than 21 semester hours completed (12 hours for specialist degree).
4. Comprehensive examinations must be completed satisfactorily before internship.
5. Register for internship course and file for graduation.

[3] Critical Dates in Master's Programs

[3.1] Deadlines for application to the program

1. March 15 for summer and fall admissions
2. July 15 for fall admissions
3. February 10 for Ph.D. admissions

[3.2] Comprehensive Examinations

1. Fall Testing date: 2nd Tuesday in November for students who will intern in the spring
2. Spring Testing date: 1st Tuesday in April for students who will intern in the fall

[4] Grade Requirements for Continued Enrollment

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

[5] Counseling Programs

[5.1] Purpose

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

[5.2] Master of Science Degree

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

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

[5.2.1] School Counseling Program (45 hours)

In order to be certified by the Arkansas Department of Education in school counseling, the student must (1) hold or be eligible to hold a six-year teaching certificate, (2) have one school year of full-time experience as a certified classroom teacher, (3) have one calendar year of non-teaching, paid employment (experience may be continuous or accumulated, full-time and/or part-time), (4) submit scores on the Counseling section of the Praxis Examination in Guidance/Counseling.

General Requirements (45 hours)

COUN 6307, 6308, 6315, 6322, 6334, 6342, 6360, 6642S; PSYC 5320, 6315, 6335, 6354, 6356, 6370, 6375, 6398.

[5.2.2] Community Counseling Programs (60 hours)

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

Required Courses

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

Other Requirements (9 hours): PSYC 6314, PSYC 6325, PSYC 6393.

Electives (12 hours) -- choose 4 of the following: PSYC 6381, PSYC 6363, PSYC 6330, PSYC 6315, PSYC 6379, PSYC 6372, PSYC 6316, PSYC 6335, PSYC 6361, PSYC 7312, PSYC 7325.

[5.3] Licensure

Students completing the Community Service Counseling degree program are eligible to take the examination for licensure as an associate counselor under Act 593. After three years of supervised experience, they are eligible for examination as a licensed professional counselor.

[6] Graduate Courses in Counseling (COUN)

Follow this link for COUN course descriptions: course link.

[7] Psychology Programs

[7.1] Counseling Psychology

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

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

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

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

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

Category I (39 hours)

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

Category II (9 hours)

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

Category III (12 hours)

Four courses from PSYC 5353, 6315, 6316, 6325, 6345, 6361, 6363, 6372, 6375, 6376, 6381, 6643; COUN 6333, 6355, or 6393; one of which must be PSYC 6315, 6355, or 6393.

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

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

[7.2] School Psychology

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

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

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

[7.2.1] Course Requirements for School Psychology

The department offers two programs:

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

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

Curriculum for the Specialist-Level Program

Fall Year 1

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

Spring Year 1

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

Summer Year 1

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

Fall Year 2

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

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

Spring Year 2

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

Fall and Spring, Year 3

PSYC 6642 Internship

Total Semester Credit Hours: 60

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

Curriculum for the PhD Program

Fall Year 1

PSYC 6375 Professional School Psychology
PSYC 6350 History of Psychology
PSYC 6330 Advanced Psychological Statistics
PSYC 6393 Marital and Family Therapy
PSYC 6354 Theories of Psychotherapy and Counseling

Spring Year 1

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

Summer Year 1

PSYC 6370 Advanced Developmental Psychology
PSYC 6335 Identification and Remediation of Learning Problems
PSYC 6398 Legal and Ethical Issues in Psychology and Counseling
PSYC 7312 Learning and Cognition
PSYC 7141-7341 Doctoral Research Seminar in School Psychology

Fall Year 2

PSYC 6315 Applied Behavior Analysis
PSYC 6332 School Psychology Practicum I
PSYC 6355 Multicultural Issues in Psychology and Counseling
PSYC 6313 Psychoeducational Assessment I
PSYC 7141-7341 Doctoral Research Seminar in School Psychology

Spring Year 2

PSYC 6333 School Psychology Practicum II
PSYC 7330 Research and Grant Writing
PSYC 6379 Personality Assessment
PSYC 6376 Psychoeducational Assessment II
PSYC 7141-7341 Doctoral Research Seminar in School Psychology

Summer Year 2

PSYC 7325 Physiological Psychology
PSYC 7315 Application of General Linear Models to Experimental Design
PSYC 9310-9910 Dissertation in School Psychology
PSYC 6356 Group Psychotherapy and Counseling

Fall Year 3

PSYC 7305 Doctoral Practicum in School Psychology I
PSYC 7320 Regression and Multivariate Analysis
PSYC 8315 Child Mental Health Promotion and Primary Prevention
PSYC 8305 Psychoeducational Intervention I
PSYC 9310-9910 Dissertation in School Psychology

Spring Year 3

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

Year 4

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

Total Semester Hours: 120

[8] Graduate Courses in Psychology (PSYC)

Follow this link for PSYC course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30204.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.04.01

PSYCHOLOGY AND COUNSELING

Return to Psychology and Counseling

[1] Graduate Courses in Counseling (COUN)

6302 SEMINAR IN SCHOOL TESTING Discussion pertaining to testing, using standardized measuring devices in the areas of intelligence, interests, personality, and special aptitudes. On demand.

6305 SEMINAR IN SCHOOL COUNSELING Designed to provide counselor trainees with the opportunity to explore topics fundamental to guidance services. Prerequisite: Consent of instructor. On demand.

6307 PRACTICUM IN SCHOOL COUNSELING I Supervised experience in counseling. Prerequisite: Consent of instructor. Must make arrangements prior to registration. Fall.

6308 **PRACTICUM IN SCHOOL COUNSELING II** Supervised experience in counseling. Prerequisite: Consent of instructor. Must make arrangements prior to registration. Spring.

6315 CURRENT PRACTICES IN WORKFORCE EDUCATION Survey of vocational education practices for school counseling personnel. On demand.

6322 ORGANIZATION AND MANAGEMENT OF GUIDANCE PROGRAMS Overview of various facets of guidance, including organization, philosophical, and psychological foundations. On demand.

6334 ANALYSIS OF THE INDIVIDUAL Appraisal of the individual through objective tests, interviews, and other data gathering devices. On demand.

6342 CAREER EDUCATION AND VOCATIONAL DEVELOPMENT Use of experiences for counselors, teachers, school personnel, and state agency personnel which will enable them to counsel more effectively with students regarding vocational endeavors. On demand.

6343 PROBLEMS IN CAREER EDUCATION AND VOCATIONAL DEVELOPMENT Continuation of 6342. Prerequisite: COUN 6342. On demand.

6345 THEORY OF VOCATIONAL DEVELOPMENT Occupational development of the individual, including past and present theories of occupational development, psychological levels of occupational maturity, effects of personality traits, and socio-psychological environmental influences. On demand.

6349 CAREER EDUCATION IN THE MILITARY Career opportunities, options, obligations, and life styles in the military. On demand.

6350 COUNSELING PROCESS AND SKILLS To develop in the counselor-in-training fundamental listening and empathic skills necessary for all counseling formulations and interventions, and to encourage self-exploration and self-growth within the major theoretical approaches. Prerequisite: PSYC 6354.

6360 RESEARCH METHODS IN COUNSELING Fundamentals of research in counseling. Formulate hypotheses, collect data, analyze data, and draw conclusions. Areas covered: basic statistics, ex post facto research, experimental design, and writing research papers.

6361 PROBLEMS IN COUNSELING I Specific problems in counseling to be worked out with advisor or instructor prior to enrolling. A minimum of 80 clock hours work in an approved facility. On demand.

6362 PROBLEMS IN COUNSELING II Specific problems in counseling to be worked out with advisor or instructor prior to enrolling. A minimum of 80 clock hours work in approved facility. On demand.

6381 PRACTICUM IN COUNSELING I Supervised experience in counseling. Prerequisite: Consent of instructor and minimum of 15 semester hours including PSYC 6354, COUN 6350, and PSYC 5320 or PSYC 6314. Must make arrangements prior to registration. On demand.

6382 PRACTICUM IN COUNSELING II Continuation of COUN 6381. Prerequisite: COUN 6381 and consent of instructor. Must make arrangements prior to registration. On demand..

6395 PRACTICUM IN MARRIAGE AND FAMILY THERAPY Supervised counseling practicum experiences with family systems and subsystems. On demand.

6642S INTERNSHIP IN COUNSELING On-the-job experience in counseling. Prerequisite: Practicum experience and successful completion of comprehensive exams. On demand.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3020401.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.04.02

PSYCHOLOGY AND COUNSELING

Return to Psychology and Counseling

[1] Graduate Courses in Psychology (PSYC)

5320 ABNORMAL PSYCHOLOGY Surveys behavior disorders ranging from the mild to the severe; examines the etiology, treatment, and prognosis of the various maladaptive behavior patterns. Prerequisite: PSYC 1300. Fall, spring.

6310 ADVANCED EDUCATIONAL PSYCHOLOGY Examines the learning process with special emphasis upon learning and motivation in school settings. On demand.

6311 PRINCIPLES OF PSYCHODIAGNOSIS Addresses the integration and formal reporting of clinical data and translation of data into psychological concepts. Prerequisite: Consent of instructor. On demand.

6313 PSYCHOEDUCATIONAL ASSESSMENT I Provides knowledge and skills in the psychoeducational evaluation of children and adolescents including assessment-related standards, ethics, and report writing; emphasizes intellectual assessment Prerequisites: PSYC 4390, 6330, and consent of instructor. Fall, spring

6314 PSYCHOPATHOLOGY Surveys behavior disorders, their origins, characteristics, and treatment. Prerequisite: PSYC 4320 or 5320. Spring.

6315 APPLIED BEHAVIOR ANALYSIS Provides knowledge and skills in functional behavior assessment and intervention. Fall.

6316 PSYCHOPATHOLOGY AND DEVELOPMENTAL DISORDERS IN CHILDHOOD Surveys the etiology, assessment, and treatment of child psychopathology and developmental disorders in children. On demand.

6325 DIAGNOSIS AND TREATMENT OF ADDICTIONS Examines the theoretical, research, and treatment issues in the major addictions. On demand.

6330 ADVANCED PSYCHOLOGICAL STATISTICS Provides an overview of statistics, focusing on how to conduct and interpret various statistical tests. Descriptive and inferential statistics are covered. Prerequisite: PSYC 2330. Spring.

6331 RESEARCH DESIGN Covers the design and analysis of educational and psychological research. Prerequisite: PSYC 6330. Fall.

6332 SCHOOL PSYCHOLOGY PRACTICUM I Engages the student in a wide range of school psychological services under supervision. Fall.

6333 SCHOOL PSYCHOLOGY PRACTICUM II A continuation of School Psychology Practicum I. Prerequisite: PSYC 6332. Spring.

6335 IDENTIFICATION AND REMEDIATION OF LEARNING PROBLEMS Surveys issues and procedures regarding the diagnosis and remediation of learning problems. On demand.

6345 PSYCHOLOGY OF THE GIFTED CHILD Examines the characteristics, psychological growth, and development of gifted children. Consideration is given to research, problems of identification, and educational programs intended to meet their special needs. Addresses issues concerning the social and emotional needs of the gifted. Prerequisite: CHED 6353 or consent of instructor.

6350 HISTORY OF PSYCHOLOGY Acquaints the student with important historical contributors to the field of psychology. On demand.

6354 THEORIES OF PSYCHOTHERAPY AND COUNSELING Provides an overview of the major theoretical approaches to psychotherapy, including a critical evaluation of each theory. On demand.

6355 MULTICULTURAL ISSUES IN PSYCHOLOGY AND COUNSELING Addresses psychology/counseling implications of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing life styles. Prerequisite: PSYC 6354. Fall.

6356 GROUP PSYCHOTHERAPY AND COUNSELING Covers applications of group psychotherapy and counseling. Prerequisite: PSYC 6354.

6360 ORGANIZATION AND OPERATION OF THE SCHOOLS: IMPLICATIONS FOR SCHOOL PSYCHOLOGISTS Examines the impact of school climate, culture, and organization on the practice of school psychology. Designed for school psychology doctoral students; elective for other graduate students. Prerequisite: Permission of instructor.

6361 PROBLEMS IN PSYCHOLOGY I Requires at least 80 clock hours of independent study/learning experience under the direction of a faculty member. Prerequisite: Consent of advisor. Fall, spring.

6362 PROBLEMS IN PSYCHOLOGY II Requires at least 80 clock hours of independent study/learning experience under the direction of a faculty member. Prerequisite: Consent of advisor. On demand.

6363 ADVANCED SOCIAL PSYCHOLOGY Surveys classic and contemporary research on how we perceive, influence, and relate to others, including the topics of attribution, persuasion, attraction, and prejudice; emphasizes empirically identified processes underlying social cognition and behavior. Prerequisite: Consent of instructor. On demand.

6370 ADVANCED DEVELOPMENTAL PSYCHOLOGY Provides further study into the theoretical and applied aspects of life span development. Fall, spring.

6371 PSYCHOSOCIAL FACTORS IN CHILD DEVELOPMENT Analyzes social, psychological, and economic factors and the impact on the development of young children. On demand.

6372 PSYCHOPHARMACOLOGY Focuses on the affective, behavioral, and cognitive effects of therapeutic and recreational drugs, including consequences of long-term use. Discussions of research methods and nervous system physiology are important components of the course. On demand.

6373 INDIVIDUAL AND ORGANIZATIONAL CONSULTATION Provides knowledge and skills in individual and organizational consultation, with emphasis on school-based applications.

6375 PROFESSIONAL SCHOOL PSYCHOLOGY Covers the history, roles, and functions of school psychologists. On demand.

6376 PSYCHOEDUCATIONAL ASSESSMENT II Provides a continuation of Psychoeducational Assessment I with emphasis on special populations, problems, and procedures. Prerequisite: PSYC 6313. On demand.

6379 PERSONALITY ASSESSMENT Provides theoretical background and practical experience in the administration, scoring, and interpretation of the major objective and projective personality tests. Prerequisite: PSYC 5320 or PSYC 6314. On demand.

6381 ADVANCED STUDY OF THE PERSONALITY Involves the study of the personality from a research viewpoint with emphasis on contemporary views. Prerequisite: PSYC 4300 and PSYC 5320 or PSYC 6314. On demand.

6393 MARITAL AND FAMILY THERAPY Surveys major issues and theoretical approaches in marital and family therapy. Prerequisite: Permission of instructor.

6398 LEGAL AND ETHICAL ISSUES IN PSYCHOLOGY AND COUNSELING Covers ethical and legal issues in psychology and counseling.

6642 INTERNSHIP IN PSYCHOLOGY Prerequisite: 54 semester hours in school psychology and 57 semester hours in counseling psychology. Successful completion of comprehensive examinations. Fall, spring.

6643 THESIS Prerequisite: Consent of advisor and department chair. On demand.

7141-7341 DOCTORAL RESEARCH SEMINAR IN SCHOOL PSYCHOLOGY Addresses issues related to research in school psychology.

7305 DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY I Provides advanced, supervised field experience in the practice of school psychology. Prerequisite: Consent of instructor.

7306 DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY II Provides continuation of Doctoral Practicum in School Psychology I. Prerequisite: Consent of

instructor.

7312 LEARNING AND COGNITION Examines the major principles and theories of learning and cognition.

7315 APPLICATION OF GENERAL LINEAR MODELS TO EXPERIMENTAL DESIGN Covers the analysis of factorial, noise-reducing, and multivariate experimental designs through use of linear models. Prerequisites: PSYC 6330 or equivalent and PSYC 6331.

7320 REGRESSION AND MULTIVARIATE ANALYSIS Covers multiple regression and related multivariate analyses commonly used in the behavioral sciences. Prerequisites: PSYC 6330, PSYC 6331.

7325 PHYSIOLOGICAL PSYCHOLOGY Surveys techniques of investigation in physiological psychology, the structure and function of nerves, muscles, and endocrine glands, and the biological/physiological basis of behavior.

7330 RESEARCH AND GRANT WRITING Covers the fundamentals of obtaining external funding for research and intervention programs, including grant-writing techniques for private and government funding. Prerequisite: Enrollment in school psychology doctoral program and consent of Program Director.

7335 PROGRAM EVALUATION IN SCHOOL, COMMUNITY, AND MENTAL HEALTH SETTINGS Addresses program evaluation in school, community, and mental health settings, including practical applications of methods to plan, implement, and evaluate educational and mental health programs. Prerequisite: Designed for third-year doctoral students in school psychology; graduate courses in statistics and research design.

8305 PSYCHOEDUCATIONAL INTERVENTION I The first course in a two-course examination of psychoeducational interventions. Covers empirically supported interventions for a variety of school-related problems, including interventions aimed at schools, classrooms, and individual students. Prerequisite: Designed for third-year doctoral students in school psychology.

8310 PSYCHOEDUCATIONAL INTERVENTION II Continues Psychoeducational Intervention I. Prerequisite: Designed for third-year doctoral students in school psychology.

8315 CHILD MENTAL HEALTH PROMOTION AND PRIMARY PREVENTION Surveys prevention and health promotion programs pertaining to child mental health.

9310-9910 DISSERTATION IN SCHOOL PSYCHOLOGY Requires students to carry out an original research project with the approval of their advisors and dissertation committee, and to present an oral defense of the research to the dissertation committee at the time of completion. Students must continue to enroll in the dissertation course until all related requirements are successfully completed. Prerequisite: Successful completion of comprehensive examinations and admission to candidacy.

9605 DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY Provides doctoral students with full-time direct supervised experience in the practice of school psychology. Prerequisite: Successful completion of pre-internship requirements including comprehensive examinations.

9606 DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY Continues PSYC 9605. Provides doctoral students with full-time direct supervised experience in the practice of school psychology. Prerequisite: Successful completion of pre-internship requirements including comprehensive examinations.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3020402.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.07.03

SCHOOL LEADERSHIP

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

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

[2] Admission to Program

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

1. Complete the application forms/processes for admittance to the EDLP program.
2. Provide evidence of a master's degree in school or educational leadership or approved equivalent (minimal, 30 hours of post-baccalaureate graduate work completed) with a cumulative grade-point average of 3.5 on all graduate work attempted and a satisfactory Graduate Record Examination (GRE) composite score OR a cumulative graduate grade-point average of at least 3.25 and a Graduate Record Examination (GRE) composite score of at least 1500 on three parts.
3. Provide a copy of a teaching certificate.
4. Present letters from appropriate officials that verify the applicant has had at least three years of full-time teaching experience or administrative or equivalent professional experience at the level appropriate to the program for which the student is requesting admission.
5. Provide completed recommendations by three professionals who are familiar with the applicant's professional and academic performance.
6. Complete a formal interview with a team of interviewers headed by a faculty member.
7. Respond in writing to an extemporaneous question at the time of his/her interview.
8. Candidates who do not meet the minimum grade point average, or minimum GRE score criteria may be considered for conditional admission. Conditionally admitted students must complete the first 12 semester hours of the specialist's program in courses offered by the department and must earn a 3.50 grade point average during these 12 hours' credit to continue.
9. Each candidate's transcript will be evaluated for determining what, if any, courses will be required as program prerequisites and/or those courses that will be transferred into the program. Twelve (12) credit hours may be transferred from other graduate programs.

[3] Admission to Candidacy

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

[4] Residence Credit

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

[5] Transfer Credit

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

[6] Degree Requirements

The EdS degree in Educational Leadership requires that the candidate

1. Earn 37 semester hours of graduate credit including the courses listed here, with a minimum GPA of 3.5 and no "C" grades: MSIT 6380 or equivalent; EDLP 6324, 6325, 7101, 7300, 7301, 7315,7323, 7363, 7387, 7391, 7660;
2. Successfully complete a directed specialist's project; and
3. Successfully pass an oral comprehensive examination in which the student articulates knowledge of District Administration theory and practice (contained within the 6 Educational Leaders Constituency Council [ELCC] Standards) through the defense of his/her comprehensive portfolio and successfully defends his/her Directed Specialist's Project. Students who do not successfully complete the comprehensive portfolio and project defense may reschedule the examination once within one calendar year and must pass it in order for the degree to be awarded.

[7] Graduate Courses in Educational Leadership (EDLP)

Follow this link for EDLP course descriptions: course link.

[7] Graduate Courses in Middle/Secondary Education and Educational Technology (MSIT)

Follow this link for MSIT course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30703.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.07.03.01

SCHOOL LEADERSHIP

Return to Educational Leadership

[1] Courses in Educational Leadership (EDLP)

6324 SCHOOL PLANT PLANNING AND MANAGEMENT A study of the school plant planning process and organization and administrative procedures for plant management. The course will be offered one time every two years.

6325 SCHOOL-COMMUNITY RELATIONS Identification, study and analysis of concepts and procedures to develop better communication cooperative partnerships between the school and the community; A study of the interaction of school boards and superintendents. The course will be offered one time every two years.

6327 RURAL SCHOOL LEADERSHIP Identification and analysis of principles and concepts of school leadership in administration and instructional improvement to rural settings.B Spring, summer.

7101 LANDSCAPE OF THE SUPERINTENDENCY An overview of the school superintendency as a professional career choice. The course will be offered one time per year.

7300 SCHOOL FINANCE A study of sources for school funding, legal basis for funding and expenditures, views and policies of equity in school finance, principles of budgeting, and cost accounting. The course will be offered one time every two years.

7301 PROGRAM PLANNING AND EVALUATION A study of the theory of program evaluation, techniques used in program evaluation, and the standards of quality for professional evaluation practice. The course will be offered one time every two years.

7315 DIRECTED SPECIALIST'S PROJECT A culminating activity for the Educational Specialist's degree. Selection of a practical educational problem for solution using research and professional knowledge. A scholarly report is required in which the student is expected to demonstrate competence in research and writing skills.

7323 SCHOOL LAW AND SCHOOL OPERATIONS Legal aspects of public and private schooling, federal and state legislative statutes and judicial decisions, with an emphasis on Arkansas pre-K-12 public education and a sound financial management plan for resources. The course will be offered one time every two years.

7363 HUMAN RESOURCE MANAGEMENT Major dimensions of personnel management are addressed and include the processes, procedures, and techniques essential to the function of personnel administration in the pre-K-12 school organization. The course will be offered one time every two years.

7387 ORGANIZATIONAL CHANGE AND DEVELOPMENT A study of various behavioral concepts found in organizational settings that have implications for leadership and management. The course will be offered one time every two years.

7391 SUPERINTENDENT AS INSTRUCTIONAL LEADER A study of the concepts, theories, and practices associated with instructional leadership provided by the school district superintendent. The course will be offered one time every two years.

7660 INTERNSHIP IN THE SCHOOL SUPERINTENDENCY Supervised on-the-job activities involved in the administration of a school district and the operations of the central office. The substantial, sustained, and standards-based internship experiences (minimum of 180 hours) are designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. The internship is an opportunity for candidates to develop skills integrating theory and practice in order to function effectively as educational leaders in real school settings. These experiences will be planned and guided cooperatively by university and school district personnel. The supervised internship will involve the study of administrative areas, observation of administrators in action, participatory activities, and specific administrative assignments that offer opportunities for interns to internalize and employ administrative skills learned during their graduate coursework. The internship provides each candidate with on-the-job experiences and opportunities to reflect on the impact of his/her leadership. Prerequisite: Successfully complete 6 credit hours.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3070301.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.07.04

SCHOOL LEADERSHIP

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

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

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

The MS in SLMA is a two-year, 36-credit hour program organized around six integrated instructional blocks (rather than traditional courses) with substantial, sustained, and standards-based field and internship experiences. Blocks are driven by content rather than time. Although most are approximately one semester or ten-week summer session in length, additional meeting times or extension of time beyond a term may be needed to complete all indicators covered by the standard. The first instructional block is offered for six credit hours; each subsequent instructional block is assigned four or five credit hours and is combined with internship credit. Blocks must be completed in the sequence listed, providing for a curriculum that builds upon a common foundation for each candidate. Each block prepares candidates for all of the knowledge areas, skills, dispositions, and performances outlined for one of the six ISLLC standards, corresponding ADE (Arkansas Department of Education) standards, and elements of the NCATE (National Council for Accreditation of Teacher Education) assessment rubrics.

[2] Board of Education Requirements

The Arkansas State Board of Education requires a minimum of five years experience, three of which must be in a classroom. The other year(s) of experience may be as a school administrator or counselor. In addition, the candidate must pass the School Leaders Licensure Assessment (SLLA) for Building Administrators to receive licensure.

[3] Admission Requirements

Admission to this degree program is competitive and selective. In addition to meeting the general requirements of the Graduate School, all applicants must present satisfactory test scores from the Graduate Record Examinations (GRE) and satisfactorily fulfill the following requirements:

1. Submit a valid teaching certificate appropriate to the level at which the applicant will be seeking building-level licensure (P-8 or 7-12).
2. Present letters from appropriate individuals that verify at least three years of full-time successful teaching experience.
3. Submit a letter of nomination/support from an administrator in the applicant's district.
4. Submit two additional recommendations from professionals who are familiar with the applicant's professional and academic performance.
5. Submit scores on the Graduate Record Examination (GRE).
6. Provide a written letter from current supervisor acknowledging permission for participating in field experiences up to five days per term.
7. Submit a paper addressing a current educational issue from a list provided by the admission committee.
8. Participate in a scheduled interview with the program's admissions committee and receive satisfactory scores from interviewers.

[4] Cohort Enrollment/Residence Credits

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

[5] Transfer Credit

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

[6] Degree Requirements

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

Block 1

SLMA 6610 The Principal as Organizational Leader

Block 2

SLMA 6520 The Principal as Ethical Leader
SLMA 6120 School Internship I

Block 3

SLMA 6530 The Principal as Instructional Leader
SLMA 6130 School Internship II

Block 4

SLMA 6540 The Principal as Manager
SLMA 6140 School Internship III

Block 5

SLMA 6550 The Principal as Community Partner
SLMA 6150 School Internship IV

Block 6

SLMA 6460 The Principal's Role in a Diverse Global Environment
SLMA 6260 School Internship V

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

Follow this link for SLMA course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30704.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.07.04.01

SCHOOL LEADERSHIP

Return to School Leadership/SLMA

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

6610 THE PRINCIPAL AS ORGANIZATIONAL LEADER An instructional block integrating various competencies of interpersonal relations into the school leader's ability to lead a diverse school community toward a shared vision of learning. Skills in developing and implementing vision and mission statements, consensus building and negotiations, managing information, and data collection and analysis will be refined within the context of instructional activities. The impact of the school as an open system will be explored.

6520 THE PRINCIPAL AS ETHICAL LEADER An instructional block stressing the importance of making decisions based on the moral and ethical implications of policy options and political strategies. Exploration of the impact of the principal as ethical role model.

6530 THE PRINCIPAL AS INSTRUCTIONAL LEADER An instructional block providing in-depth study of the role and responsibilities of an instructional leader in an educational setting. Designed to build student proficiencies in the areas of organizational leadership, group processes, classroom observations, teaching strategies, communication skills, professional growth activities, conferencing techniques, and staff evaluation. The focus will be on teaching, learning, and assuring success for all students.

6540 THE PRINCIPAL AS MANAGER An instructional block related to managing and operating schools with student success as the organization's central mission. Personnel management as a tool for reaching school goals is explored. Site-based, shared decision-making as a vehicle for school improvement will be integrated. School finance and physical plant operations are reviewed for their roles in student performance.

6550 THE PRINCIPAL AS COMMUNITY PARTNER An instructional block linking student performance to community collaboration. Prospective school leaders will demonstrate competency in collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

6460 THE PRINCIPAL'S ROLE IN A DIVERSE GLOBAL ENVIRONMENT This instructional block critically analyzes philosophical and cultural issues reflective of the local, regional, national, and global social contexts of which schools are a part. Examination of a broad range of viewpoints, issues, and the constituency groups

that influence America's schools. Exploration of the philosophical foundation of schooling in America, including the emergence of legal and regulatory factors.

[1.1] Internships

6120 SCHOOL INTERNSHIP I Part I of the required School Internship experience for students in the MS program in School Leadership, Management, and Administration. Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Co-requisite: SLMA 6520. Offered twice a year.

6130 SCHOOL INTERNSHIP II Part II of the required School Internship experience for students in the MS program in School Leadership, Management, and Administration. Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Co-requisite: SLMA 6530. Offered twice a year.

6140 SCHOOL INTERNSHIP III Part III of the required School Internship experience for students in the MS program in School Leadership, Management, and Administration. Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Co-requisite: SLMA 6540. Offered twice a year.

6150 SCHOOL INTERNSHIP IV Part IV of the required School Internship experience for students in the MS program in School Leadership, Management, and Administration. Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Co-requisite: SLMA 6550. Offered twice a year.

6260 SCHOOL INTERNSHIP V Part V of the required School Internship experience for students in the MS program in School Leadership, Management, and Administration. Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Co-requisite: SLMA 6460. Offered twice a year.

6300, 6400, 6500, 6600 SCHOOL LEADERSHIP INTERNSHIP Substantial, sustained, and standards-based internship experiences designed to meet the individual needs of prospective school leaders in synthesizing the knowledge base and honing leadership skills through application. Experiences are cooperatively planned and guided by university and licensed school personnel. Variable credit.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3070401.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.05.07

SOCIOLOGY

UCA does not offer a graduate degree in Sociology.

[1] Graduate Courses in Sociology (SOC)

5300 SOCIOLOGY OF RELIGION An elective for graduate students. An examination of religion as a social institution and its relationship to other institutions in American society, emphasizing the social development and consequences of religious beliefs and practices for both groups and individuals. Lecture and discussion. Consent of instructor. Spring.

5301 SOCIAL MOVEMENTS AND SOCIAL CHANGE An elective for graduate students. An examination of the role played by social upheaval. Emphasis is placed on those factors that lead to the rise of new movements, as well as those that determine movements' success or failure in achieving their objectives. Lecture and discussion. Consent of instructor. Spring.

5310 CRIMINOLOGY/VICTIMOLOGY This course examines the social correlates of crime in the United States. It explores crime data and data collection strategies; applies criminological theory to explain variations in criminal behavior that are observed at individual, group, community, and societal levels; examines strategies of crime prevention; and analyzes research evaluating the effectiveness of prevention strategies. On demand.

5321 SOCIAL POLICY ANALYSIS An elective for graduate students. Introduction to the process and product of social policy. Considerable attention is given to understanding the general stages of the policy process and employing this information to analyze major contemporary social policy issues relating to employment and wages, poverty and welfare, health care, the environment, etc. Lecture and discussion. Consent of instructor. Summer, on demand.

5322 SOCIOLOGY OF MENTAL ILLNESS An elective for graduate students. This course compares and contrasts the major theoretical paradigms which account for mental illness; investigates the social factors influencing the genesis, diagnosis, and treatment of mental illness; and explores the social consequences of entry into the role of mental patient. Lecture and discussion. Consent of instructor. Fall, even years.

5330 RECENT SOCIAL THEORY An elective for graduate students. This course examines the theoretical contributions to sociology of selected nineteenth- and early twentieth-century scholars and proceeds to the assessment of contemporary theoretical perspectives in sociology including functional theory, conflict theory, and various micro-interaction theories. Lecture and discussion. Consent of instructor. Fall, spring, summer.

5331 SOCIAL GERONTOLOGY An elective for graduate students. This course covers the political economy of aging by examining societal-level responses to an aging population and the effects that societal responses have had on the elderly as a group. Lecture and discussion. Consent of instructor. Spring.

5334 MEDICAL SOCIOLOGY An elective for graduate students. This course examines the institution of medicine using sociological theories. Topics include social epidemiology, social factors that influence the medical institution, social construction of illness, and the doctor-patient relationship. Lecture and discussion. Consent of instructor. Fall, spring, summer.

5335 HEALTH ORGANIZATIONS An elective for graduate students. This course examines the development and current state of health care organizations and health care policies in the United States and other countries, focusing on detailed discussions of public and private insurance programs and policies. Lecture and discussion. Consent of instructor. Fall.

5341 POPULATION An elective for graduate students. This course analyzes population data, trends, and theories from a sociological perspective, using sociological theories. Analysis includes the study of factors influencing fertility, mortality, and migration and the social consequences of these and other demographic variables. Lecture and discussion. Consent of instructor. Summer, on demand.

5342 SOCIAL INEQUALITY An elective for graduate students. This course focuses on explanations for the nature of stratification in American society and includes recent historical and contemporary surveys of wealth and income distributions as related to ethnicity, gender, age, and education. Lecture and discussion. Consent of instructor. Fall.

5343 HEALTH STRATEGIES FOR MULTICULTURAL POPULATIONS An elective for graduate students. This course acquaints students with the health culture of various ethnic groups, examines the integration of health programs into their environment, and promotes the application of research skills in selected populations. Lecture and discussion. Consent of instructor. Spring.

5351 FAMILY STRUCTURE AND INTERACTION An elective for graduate students. A detailed exploration of family structure and function, this course is primarily concerned with family structure/practices as they vary over time and across cultures. Emphasis is also placed on the theoretical causes of structural change and the consequences these changes bring to society as a whole. Lecture and discussion. Consent of instructor. Summer, on demand.

5360 SEMINAR An elective for graduate students. This course assists the student in the completion of a unique research project that was proposed in SOC 3320. Additional emphasis will be placed on research evaluation, resume construction, and career and educational opportunities for sociology graduates. Lecture and discussion. Consent of instructor. Fall, spring.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30507.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.05.08

SPANISH

[1] Objectives

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

[2] Degree Requirements

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

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

Students will be assessed by the graduate coordinator upon entering and will be exempt from the requirement if they rate at advanced low or higher in speaking. Students who rate below intermediate high will be required to complete a study abroad experience at the undergraduate level before beginning course work at UCA. Students who rate at the intermediate-high level will be admitted but will be subject to the study abroad requirement after completing their18th hour of course work, if they have not made sufficient progress toward the required exit proficiency level. Students who are not exempt from the study abroad requirement and who complete 18 hours will be assessed by two graduate faculty. Those rated to be on track to attain the target exit proficiency in speaking of advanced high or who have attained it already will be exempt from the study abroad requirement. Students who have not made adequate progress will be required to complete a study abroad experience before enrolling in further coursework.

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

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

[3] Graduate Courses in Spanish (SPAN)

Follow this link for SPAN course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30508.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.05.08.01

SPANISH

Return to Spanish

[1] Graduate Courses in Spanish (SPAN)

5300 INDEPENDENT STUDY IN SPANISH On demand.

5315 MASTERPIECES OF PENINSULAR LITERATURE AND CULTURE This course explores several full-length masterpieces of Peninsular literature and culture that have come not only to define the field of Peninsular studies, but also to be associated with Spain in the greater arena of cultural consciousness. By studying these texts in depth and in the original language, as well as in the context of other "masterpieces" from all genres and major periods, students will be challenged to explore how these works define (or defy) the canon and/or cultural identity which Spain has sought to establish for itself. Discussion/lecture. On demand.

5340 HISTORY OF THE SPANISH LANGUAGE This course offers a study of the development of the modern Spanish language from its Latin, Romance, and Medieval dialects to its current form. It considers such topics as the fundamentals of linguistics, phonetic change, the development of the verbal system, the dissolution of the case system, regional variations, and non-latinate influences (such as Arabic and Greek) on Spanish. Attention will also be paid to some of the historical factors that influenced the development of Spanish such as the Reconquest and the formation of an empire under the Catholic monarchs. Includes analysis and discussion of selected texts that are representative of the language's development. Prerequisite: One 4000 level course or permission of the department. Fall.

5345 MASTERPIECES OF SPANISH-AMERICAN LITERATURE This course offers a study of literary works and masterpieces of some of the most influential writers in Spanish America. Attention will be paid to historical factors that have shaped the development of literature in this region of the world such as the Conquest, the Colonies, the War of Independence, the Age of Violence, and revolutions. It will include analysis and discussion of selected texts. The course presents a selection of works that have been recognized by specialists, scholars, and critics as outstanding in Spanish American Literature. Discussion/lecture.

5350 ADVANCED GRAMMAR AND PHONETICS In-depth examination of the elements of Spanish grammar along with a study of the phonetic principles of the language. On demand.

5395 ADVANCED SPANISH LITERATURE: THEME COURSE Special studies in various genres, literary movements, or authors. May be repeated for credit under different topics. Prerequisite: one upper-division literature course or permission of department. On demand.

5396 HISPANIC STUDIES: THEME COURSE Special studies relating modern analytical essays and writing to sociological, political, cultural, and philosophical aspects and/or trends in the Spanish-speaking world. May be repeated for credit under different topics. Prerequisite: one upper-division civilization course or permission of department. On demand.

6301 APPLIED SPANISH LINGUISTICS Phonological, morphological, and syntactical problems encountered by the teacher of Spanish. On demand.

6302 ADVANCED SPOKEN AND WRITTEN SPANISH Intensive practice in speaking and writing Spanish. On demand.

6330 HISPANIC AUTHOR SEMINAR This course offers a thorough study of selected works of a single major author in Spain or Spanish America. Attention will be given to the evolution in their writing, the employment of different literary genre, and the cultural and historical contexts which inform their creative acts and reception. Discussion/lecture. On demand.

6335 SEMINAR ON LITERARY GENRE This course offers a thorough study of a single literary genre, such as novel, short story, poetry, drama, or essay, in Spain or Spanish America. In this course, students will examine the degree to which a genre is governed by its own poetics, responds to shared sociocultural preoccupations, and changes over time and space. Discussion/lecture. On demand.

6340 SEMINAR ON GABRIEL GARCIA MARQUEZ This course offers an in-depth study of the literary works of the Colombian author Gabriel Garcia Marquez. Awarded the Nobel Prize for Literature in 1984, Garcia Marquez is presently Latin America's most widely known and admired novelist. His fiction imparts not only the stark reality of an emerging continent, but also, through the humanistic and universalizing elements of myth, imagination, and aesthetic perception, an original and peculiar vision of the human condition. Discussion/lecture. On demand.

6380 THESIS RESEARCH The MA thesis in Spanish will require candidates to explore in-depth a topic of their choosing and approved by a faculty member.

6395 STUDIES IN SPANISH LITERATURE: THEME COURSE Special topics on various genres, literary movements, or authors. May be repeated for credit under different topics. On demand.

6396 HISPANIC STUDIES: THEME COURSE Special studies relating modern analytical essays and writings to sociological, political, cultural, and philosophical aspects of the Spanish-speaking world. May be repeated for credit under different topics. On demand.

6398/6698 TRAVEL SEMINAR ABROAD Intensive study in Mexico, Spain, or another approved Spanish-speaking country. Classes in Spanish grammar, conversation, history, literature, culture, and contemporary topics. Summer only.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3050801.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.05

SPECIAL EDUCATION

[1] Objectives

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

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

[2] Admission Requirements

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

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

1. Submit a valid general education teaching license in the age group specific to the selected Instructional Specialist Track (ages 0-8 or grades 4-12) or a special education teaching license.
2. Submit two letters of reference from practicing professionals who can speak to the candidate's performance and capability to complete a master's program.
3. Submit appropriate scores on the Graduate Record Examination.
4. Complete a program admissions interview with an acceptable rating. Interviews will be conducted once per semester.

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

[3] Program of Study

Core Courses, Required for Both Tracks

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

Required Courses for Instructional Specialist Ages 0-8 Track

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

Required Courses for Instructional Specialist Grades 4-12 Track

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

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

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

Follow this link for ECSE course descriptions: course link.

[5] Graduate Courses in Middle/Secondary Education and Instructional Technologies (MSIT)

Follow this link for MSIT course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30205.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.02

GRADUATE PROGRAMS IN EDUCAITON

Return to Childhood Education | Special Education

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

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

5330 SUPERVISION OF STUDENT TEACHING Strategies, policies, and practices involved in the successful supervision of student teaching.

6270 LABORATORY PRACTICES FOR CHILDREN WITH DISABILITIES 0-3 Provides supervised experience in the area of instructional specialist ages 0-3. Prerequisites: Completion of all special education core courses and ECSE 6322 and 6337; must be taken concurrently with ECSE 6271, 6272, 6327, and 6330. Summer.

6271 LABORATORY PRACTICES FOR CHILDREN WITH DISABILITIES 3-5 Provides supervised experience in the area of instructional specialist ages 3-5. Prerequisites: Completion of all special education core courses and ECSE 6322 and 6337; must be taken concurrently with ECSE 6270, 6272, 6327, and 6330. Summer.

6272 LABORATORY PRACTICES FOR CHILDREN WITH DISABILITIES 5-8 Provides supervised experiences in the area of instructional specialist ages 5-8. Prerequisites: Completion of all special education core courses and ECSE 6322 and 6337; must be taken concurrently with ECSE 6270, 6271, 6327, and 6330. Summer.

6300 PHILOSOPHICAL, HISTORICAL, AND LEGAL ASPECTS OF SPECIAL EDUCATION Examines historical and current trends of special education services, program philosophies, and program practices. Legal foundation and issues, special education terminology, and professional roles are addressed. This is the first course in the instructional specialist core courses. Spring, summer.

6301 APPLICATION OF RESEARCH IN ELEMENTARY EDUCATION Application of recent research into the elementary classroom.

6302 MEDICAL AND EDUCATIONAL ASPECTS OF DISABILITIES Examines the medical, psychological, and educational implications for individuals with disabilities. Prerequisite(s): None; may be taken concurrently with ECSE 6300. Summer.

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

used and observed in the classroom. Prerequisite: ECSE 6300; may be taken concurrently with 6302. Summer.

6306 FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS Examines the impact of children with disabilities on families and the various theoretical approaches to family functioning. The course includes the factors that affect family structure, the family's role in their child's development, and the techniques for identifying family strengths and needs. In addition, theory, research, and practice of family/school/community partnerships and the effect diversity, including disability, has on such partnerships is discussed. Prerequisites: ECSE 6300 and 6302; may be taken concurrently with 6304. Fall, summer.

6308 EDUCATIONAL ASSESSMENT IN SPECIAL EDUCATION Examines the theory, research, and practices of testing students with disabilities in the classroom. The course emphasizes the assessment process as well as the practical skills needed to assess students with special needs. Prerequisites: ECSE 6300, 6302, and 6304; may be taken concurrently with 6306. Fall.

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

6313 PROBLEMS AND ISSUES IN INDIVIDUALIZED EDUCATIONAL PLANNING Methods in informal diagnosis and prescriptive programming that provide the teacher with skills to determine the child's learning style and to successfully plan instructional sequences appropriate to the child's changing skill needs.

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

6318 MODIFICATIONS IN THE GENERAL CLASSROOM Mashburn Institute Curriculum.

6320 LEARNING STRATEGIES FOR EXCEPTIONAL LEARNERS Mashburn Institute Curriculum.

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

6325 TEACHING CHILDREN WITH ATTENTION DEFICIT DISORDERS This

course will examine the characteristics, assessment, and management of ADD. It will provide training in the development of behavioral and academic intervention techniques designed to meet the educational needs of children with ADD.

6327 EDUCATIONAL PROGRAMMING FOR CHILDREN AGES 0-5 WITH DISABILITIES Examines curricula issues, instructional arrangements, and management techniques for meeting the needs of children ages birth to age five with disabilities. Emphasis is placed on skills needed by instructional specialists to be successful in various community and school settings. Prerequisites: Completion of all special education core courses and ECSE 6322 (may be taken concurrently with ECSE 6322). Summer.

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

6331 ELEMENTARY SCHOOL CURRICULUM A comprehensive examination of all facets of the elementary school curriculum and an examination of the research of new developments in the elementary school curricula.

6334 ADVANCED STRATEGIES AND RESEARCH IN READING INSTRUCTION TO STUDENTS WITH DISABILITIES The goal of this course is to assist the graduate student in obtaining a comprehensive knowledge base and a solid understanding of the contemporary trends/issues pertaining to the teaching of reading skills to students with handicaps.

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

6337 EDUCATIONAL PROGRAMMING FOR CHILDREN AGES 5-8 WITH DISABILITIES Examines curricula issues, instructional strategies, learning environments, instructional arrangements, and management techniques for meeting the needs of children ages five to eight with disabilities. Emphasis is placed on skills needed to be successful in a variety of community and school settings. Prerequisites: Completion of all special education core courses and ECSE 6322. Spring.

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

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

6343 CLINICAL PRACTICUM IN READING I Diagnosis and treatment of reading disability cases under supervision. Prerequisite: ECSE 6314 and consent of instructor. Summer.

6344 CLINICAL PRACTICUM IN READING II Extension and further development of skills learned in Practicum I. Prerequisite: ECSE 6343 and consent of instructor. Summer.

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

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

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

6353 INTRODUCTION TO GIFTED EDUCATION This course will explore the characteristics of the gifted, talented, and creative child in public schools.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN This course will examine the development of the Individual Family Service Plan (IFSP). Professionals from involved disciplines will discuss transdisciplinary strategies and materials use with young children with special needs in a variety of settings.

6355 CURRICULUM FOR GIFTED PROGRAMS The rationale and design of curricula specifically for gifted students in educational programs. Prerequisite: PSYC 6345 or ECSE 6353.

6356 SPEECH AND LANGUAGE DEVELOPMENT FOR CHILDREN WITH DISABILITIES Study of classification, etiology, abnormalities in growth and development, relationship of speech to handicapping conditions, diagnosis of speech of handicapped children and therapeutic measures used in development of speech and language of handicapped children.

6357 CREATIVITY FOR THE GIFTED AND TALENTED Exploration of the characteristics of the creatively gifted student and provision for analysis of the theoretical models and their applications. Prerequisites: ECSE 6353, PSYC 6345, MSIT 6380.

6358 STRATEGIES FOR THE GIFTED AND TALENTED This course examines the differentiated teaching strategies necessary to effectively provide appropriate experiences, materials, and environments conducive to optimum learning/development of the gifted and talented. Prerequisite: ECSE 6355.

6359 SEMINAR IN CONTEMPORARY ISSUES IN GIFTED EDUCATION The review and evaluation of current issues, trends, and research in gifted education. Prerequisite: ECSE 6353.

6360 FAMILIES OF YOUNG CHILDREN WITH DISABILITIES This course will examine the impact of children (0-5) with disabilities on the family system.

6361 MEDICAL PROBLEMS AND HEALTH CARE OF YOUNG CHILDREN WITH DISABILITIES This course will examine medical conditions commonly associated with children having significant disabilities with an emphasis on early medical identification and prevention. Health care concerns and procedures will be discussed.

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

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

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

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

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

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

6373 HISTORICAL AND THEORETICAL APPROACH TO EARLY CHILDHOOD EDUCATION Analysis of various approaches to early childhood education.

6374 CURRICULUM RATIONALE FOR EARLY CHILDHOOD EDUCATION Analysis of different curricula in early childhood programs. Prerequisite: ECSE 6373.

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

6382 PROBLEMS IN EARLY CHILDHOOD EDUCATION

6383 INDEPENDENT RESEARCH IN SPECIAL EDUCATION Qualified graduate students outline and spend a minimum of 54 clock hours per semester on a problem.

6384 PRINCIPLES OF LEARNING APPLIED TO EARLY CHILDHOOD EDUCATION PROGRAMS Learning principles such as expectations, modeling, reinforcement, involvement, and support and a study of their application in early childhood programs.

6386 PRINCIPLES OF CHILD DEVELOPMENT APPLIED TO EARLY CHILDHOOD EDUCATION PROGRAMS A psychological analysis of educational programs for young children, including Piaget, Skinner, Montessori, responsive environments, contingency management, social dramatic play, and didactic teaching.

6387 PRACTICUM I: EDUCATIONAL PRACTICES IN EARLY CHILDHOOD EDUCATION Opportunity to implement educational practices for young children in individual, small, and classic group situations. Prerequisites: ECSE 6373, 6374, 6384, and 6386.

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

6389 PRACTICUM II: EDUCATIONAL PRACTICES IN GIFTED EDUCATION Educational practices in gifted programs. Prerequisite: ECSE 6355.

6391 ADVANCED PRACTICUM: EDUCATIONAL PRACTICE IN GIFTED EDUCATION Experience in the gifted classroom to include identification and program/curriculum planning, implementation, and evaluation. Prerequisite: ECSE 6355.

6396 THESIS RESEARCH Qualified graduate students design and implement a research thesis.

6397 THESIS RESEARCH Qualified graduate students design and implement a research thesis.

6601 LABORATORY EXPERIENCES IN ELEMENTARY EDUCATION Supervised clinical experiences in elementary education. Prerequisite: completion of all course work leading to certification in elementary education.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3020201.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.02.02

GRADUATE PROGRAMS IN EDUCATION

Return to Childhood Education | Special Education | Educational Leadership

[1] Graduate Courses in Middle/Secondary Education and Instructional Technologies (MSIT)

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

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

5340 TEACHING PEOPLE OF OTHER CULTURES The course will assist teachers in developing knowledge and awareness of students from different languages and cultural perspectives and prepare them to respect and address those differences in the academic classroom. On demand.

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

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

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

6302 MODELS OF TEACHING Study of models of instruction. On demand.

6320 PHILOSOPHIES OF EDUCATION Various systems of educational theory and practice with emphasis on the application of these theories. On demand.

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

6330 SECONDARY SCHOOL CURRICULUM Principles and techniques in selecting and organizing curricular materials. On demand

6332 DIRECTED STUDY IN CURRICULUM AND INSTRUCTION An independent study for the candidate to complete an action research project and to develop a professional assessment portfolio. On demand.

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

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

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

7320 INTERNSHIP IN CURRICULUM AND INSTRUCTION A field-based experience to bridge the gap between theory and application to actual school situations. Prerequisite: Advance approval of advisor required. On demand.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3020202.html

Graduate Bulletin
Document Number 3.04.08

SPEECH-LANGUAGE PATHOLOGY

[1] Objectives

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

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

[2] Admission Requirements

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

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

Follow this link for SPTH courses descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30408.html

Graduate Bulletin
Document Number 3.04.08.01

SPEECH-LANGUAGE PATHOLOGY

Return to Speech-Language Pathology

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

5220 DIAGNOSIS AND PLANNING Practice in writing and interpreting a variety of reports used in the field of speech-language pathology. Planning goals for therapy from these reports will also be emphasized. Spring.

5307 ADVANCED SIGN LANGUAGE Emphasis placed on expressive and receptive use of American Sign Language (ASL). A written paper required on research about ASL. On demand.

5310 ASSISTIVE TECHNOLOGY The use of assistive technology to promote greater independence for individuals with disabilities. Fall, spring.

6101 CLINICAL SEMINAR I: ORIENTATION Orientation to the UCA Speech-Language-Hearing Center's graduate practicum including the study of the supervisory process, clinical protocols, and diagnostic procedures. Prerequisite: Consent of instructor. Fall.

6103 CLINICAL SEMINAR III: PUBLIC SCHOOLS Policies and procedures for the provision of speech therapy services employed in Arkansas public schools including assessment procedures, due process, and the integration of the therapy program into the academic setting. Prerequisite: Consent of instructor. Fall, spring.

6104 CLINICAL SEMINAR IV: MEDICAL SETTING Clinical procedures with adults including individuals with traumatic brain injury (T.B.I.), aphasia, and other neurological disorders. This course will also address family counseling. Prerequisite: Consent of instructor. Summer.

6105 CLINICAL SEMINAR V: EXTERNSHIP Seminar to accompany Advanced Practicum II, designed to enhance the clinical experience of the practicum student during placement at a clinical externship site. Prerequisite: Acceptance in Advanced Clinical Practicum II. Spring, summer.

6120 MULTICULTURAL ISSUES IN SPEECH-LANGUAGE PATHOLOGY The study of the general concepts of multiculturalism and the specific ways in which it influences health science related fields and the practice of speech-language pathology. Spring, fall.

6214 FEEDING AND SWALLOWING DISORDERS Feeding/swallowing processes from birth to maturity. There will be an emphasis on dysfunction, etiology,

assessment, and intervention. Prerequisite: Graduate status. Fall, spring.

6215 AUGMENTATIVE COMMUNICATION A study of the clinical practice of facilitating communication through alternative means for individuals with severe expressive communication disorders. Prerequisite: Graduate status. Spring, summer.

6216 CLEFT PALATE AND VELOPHARYNGEAL INCOMPETENCE The etiology, assessment, and treatment of those clients exhibiting cleft palate, velopharyngeal incompetence, and other oral-facial anomalies. Prerequisite: Graduate status. On demand.

6220 FLUENCY DISORDERS Advanced study of fluency disorders including clinical and experimental aspects. Fall.

6225 VOICE DISORDERS Voice pathologies including evaluation techniques and specific remediation procedures for patients with voice disorders. Spring.

6230 LANGUAGE INTERVENTION: BIRTH THROUGH FIVE Issues involved in assessment and treatment of communication disorders in young children (birth-5 years). Involving families in the assessment and intervention processes will be emphasized. Prerequisite: Graduate status. On demand.

6240 NEUROGENICS I Advanced neuroanatomy and physiology of the central and peripheral nervous system with emphasis on neural control of respiration, phonation, resonance, and articulation. Etiologies and characteristics of the aphasias, dysarthrias, dementias, and cognitive deficits due to traumatic brain injury will be presented. Prerequisite: Graduate status. Fall.

6241 NEUROGENICS II Assessment and treatment of the dysarthrias, Parkinsonb s disease, and traumatic brain injury in adults and children. Prerequisite: SPTH 6240 or consent of instructor. Spring

6243 NEUROGENICS III Diagnosis and treatment of apraxia, aphasias, cognitive-communicative disorders including dementias and right hemisphere syndrome. Prerequisite: SPTH 6240 or consent of instructor. Spring

6302 RESEARCH FUNDAMENTALS IN SPEECH PATHOLOGY Overview to provide a baseline of common experience in research and statistics for all master's students in the department. Prerequisite: PSYC 2330 or consent of instructor. Fall.

6306 ADVANCED INDEPENDENT STUDY AND READINGS IN SPEECH PATHOLOGY Individual programs of study, basically investigative in nature, with supervised professional activity in communication disorders. A written paper is required. Prerequisite: SPTH 6302 and consent. Fall, spring, summer.

6310 PHONOLOGICAL DEVELOPMENT AND DISORDERS Advanced study of the analysis of phonological systems, both normally developing and disordered. Treatment approaches for severely disordered phonological systems will also be covered. Summer.

6311 AURAL REHABILITATION Current mainstreaming problems and practices with hearing-impaired children. Clinical and educational management of hard-of-hearing children and adults. Prerequisite: Consent of instructor. Spring.

6113, 6213, 6313 SPECIAL PROBLEMS Problems in Speech Pathology to be determined by the needs of students who enroll. Prerequisite: Graduate status. On demand.

6316 DATA ANALYSIS Coverage of data analysis techniques which have specific applications for health and the applied sciences. An applied, conceptual approach will be used to facilitate the practical use of those techniques using SPSSPC+. Prerequisite: SPTH 6302. Spring.

6320 TREATMENT OUTCOMES AND EFFICACY RESEARCH Course designed to survey, evaluate, and design clinical research as a method of answering treatment efficacy and outcomes questions systematically and objectively. Summer.

6325 ADMINISTRATION AND SUPERVISION IN SPEECH-LANGUAGE PATHOLOGY The principles, processes, and special problems that characterize the administration of speech-language pathology programs in various settings including legal aspects of speech pathology and the supervisory process. Prerequisite: Consent of instructor. On demand.

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

6336 THESIS This phase of the thesis process includes the completion of the data collection, writing and discussing the results, and defending the thesis. Prerequisite: SPTH 6302, 6316. On demand.

6345 LANGUAGE INTERVENTION: SCHOOL AGE Methodologies involved in the diagnosis and intervention of language impairments in school age children. Fall.

6354 TRANSDISCIPLINARY INTERVENTION WITH YOUNG CHILDREN Analysis of the development of the Individual Family Service Plan (IFSP). Professionals from involved disciplines will discuss transdisciplinary strategies and materials used with young children with special needs in a variety of settings. Prerequisite: SPTH 6330 or consent of instructor. Summer.

6180, 6280, 6380, 6480, 6580, 6680 ADVANCED CLINICAL PRACTICUM I Supervised participation in evaluation and therapeutic management of a variety of communication disorders. Variable credit. Assignments based on prerequisite course work and experience. Prerequisite: Minimum 3.00 GPA prior semester. Fall, spring, summer.

6611 ADVANCED CLINICAL PRACTICUM II Supervised participation in evaluation and therapeutic management of a variety of communication disorders in an external setting. Continuation of Advanced Practicum I. Prerequisite: Advanced Clinical

Practicum I and minimum 3.00 GPA prior semester. Fall, spring, summer.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3040801.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.01

TRAINING SYSTEMS

[1] Objectives

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

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

[1.1] Business/Marketing Technology

The graduate will be able to:

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

[1.2] Adult Education

The graduate will be able to:

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

[1.3] Training and Development

The graduate will be able to:

- Conduct and utilize with the help of technology an occupational analysis including tasks analysis to determine objectives and content for training programs in business and industry.
- Translate adult learning theories in terms of functional relations to trainee instruction.
- Select or design training strategies including the use of technology in business or industrial frameworks that will facilitate achievement of learning outcomes.
- Identify and/or develop instructional materials and media with emphasis on technology in terms of trainee performance levels that are necessary for the achievement of specific training objectives.
- Select and use appropriate methods for evaluation of learning outcomes in training.
- Develop procedures to measure the effectiveness of a training program in meeting its stated objectives.

[1.4] Technology Specialist

The graduate will be able to:

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

[2] Degree Requirements

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

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

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

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

MSTS 6326, 6359.

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

MSTS 5395, 5396, 6359.

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

MSTS 5396, 6340, 6350.

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

MSTS 6331, 6335, 6357.

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

From MSTS with the approval of advisor.

[3] Graduate Courses in Training Systems (MSTS)

Follow this link for MSTS course descriptions: course link.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30201.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.02.01.01

TRAINING SYSTEMS

Return to Training Systems

[1] Graduate Courses in Training Systems (MSTS)

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

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

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

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

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

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

6102, 6202, 6302 SPECIAL PROBLEMS IN MARKETING EDUCATION Review of current developments in the teaching of marketing education. On demand.

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

6301 METHODS AND MATERIALS IN VOCATIONAL EDUCATION Methods and materials to use in teaching courses in vocational education. On demand.

6310 IMPROVEMENT OF INSTRUCTION IN WORD PROCESSING Recent methods, materials, techniques, and equipment for the teaching of keyboarding/word processing. On demand.

6315 CURRENT PRACTICES IN WORKFORCE EDUCATION Survey of workforce

education practices. On demand.

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

6320 IMPROVEMENT OF INSTRUCTION IN COMPUTERIZED ACCOUNTING AND BASIC BUSINESS SUBJECTS Recent methods, materials, techniques, and equipment for the teaching of accounting and basic business. On demand.

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

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

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

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

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

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

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

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

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

MSTS 5325. Summer.

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

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

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

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

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

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

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

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

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

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

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

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/3020101.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 3.05.09

WORLD LANGUAGES

[1] Graduate Courses in World Languages (WLAN)

5315 METHODS OF TEACHING SECOND LANGUAGES Modern methods of instruction in foreign language, English as a second language, and culture. Materials, planning, and classroom techniques are emphasized. May not be presented as part of the foreign language major or minor requirements. This course is part of the ESL endorsement and foreign language teaching licensure program at UCA. Prerequisites: For students pursuing ESL endorsement: consent of chair. For students pursuing licensure in a foreign language: two 3000 level language courses or a passing score on the Praxis II exam and consent of chair. Fall.

5325 SECOND LANGUAGE ACQUISITION A study of the most common theories and best-known research on second language acquisition (SLA), similarities and differences of first and second language acquisition, and the relevance of SLA to classroom teaching of second language. Course goals will be accomplished through the use of lecture, discussion, written assignments, and field experiences. Spring.

5330 SECOND LANGUAGE ASSESSMENT A study of second language assessment techniques and procedures. Construction and critique of instruments for assessing proficiencies in listening, speaking, reading, and writing. Course goals will be accomplished through the use of lecture, discussion, written assignments, and field experiences. Fall.

5360 SPANISH FOR PROFESSIONALS A topics course designed to provide intensive study of vocabulary, grammatical structures, interview techniques, and cultural information related to a given professional setting (health care, education, business). Students will examine current issues related to serving the needs of the Hispanic population in a given professional context. May not be presented as part of the requirements for the MA in Spanish. Prerequisite: Consent of the chair. On demand.

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/03/30509.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 4.01

BOARD OF TRUSTEES

Mrs. Patricia Basset	Sherwood	(term expires 2010)
Mr. Kelley L. Erstine	Sheridan	(term expires 2007)
Mr. Rush Harding III	Little Rock	(term expires 2006)
Mr. Scott Roussel	Searcy	(term expires 2008)
Mr. Randy Sims	Conway	(term expires 2005)
Dr. Michael Stanton	Conway	(term expires 2009)
Mr. Dalda Womack	Star City	(term expires 2004)

Roster updated 2003-06

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/04/401.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 4.02

ADMINISTRATION

Lu Hardin, JD	President
John W. Smith, EdD	Executive Vice President
Gabriel Esteban, PhD	Provost and Dean of the Faculty
Barbara Anderson, MA	VP and Executive Assistant to the President
Bunny Adcock, BBA	VP for Alumni Services and Development
Paul McClendon, MBA	VP for Financial Services
Joe Darling, MSE	VP for Institutional Advancement
Ronnie Williams, MSE	VP for Student Services
Jack Gillean, JD	VP for Administrative Services
Thomas C. Courtway, JD	General Counsel
S. P. Buchanan, PhD	Associate Provost
Elaine McNiece, EdD	Associate Provost and Dean of the Graduate School
Sally Roden, EdD	Associate Provost and Dean of Undergraduate Studies
Patricia Cantrell, PhD	Interim Dean, College of Business Administration
Jane McHaney, EdD	Dean, College of Education
Jonathan A. Glenn, PhD	Interim Dean, College of Fine Arts and Communication
Neil Hattlestad, EdD	Dean, College of Health and Applied Sciences
Maurice Lee, PhD	Dean, College of Liberal Arts
Ronald Toll, PhD	Dean, College of Natural Sciences and Mathematics
Kim R. Bradford, MEd	Dean, Division of Continuing Education

Roster updated 2003-06

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/04/402.html

UCA GRADUATE BULLETIN 2003-2005

Graduate Bulletin
Document Number 4.03

GRADUATE FACULTY

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

A

CATHERINE ACRE Assistant Professor of Occupational Therapy, EdD University of Arkansas at Little Rock, MA Texas Women's University, BS University of Central Arkansas

STEPHEN ADDISON Professor and Chair, Department of Physics and Astronomy, Associate Dean, College of Natural Sciences and Mathematics, PhD University of Mississippi, MS University of Mississippi, BSc University of Wales

BOBBY ALTOM Assistant Professor, Graduate School of Management, Leadership, and Administration, EdD University of Mississippi, MSE Arkansas State, BSE Henderson State University

PHILLIP B. ANDERSON Professor of English, PhD Duke University, MA University of Tennessee, BA University of Tennessee

CARL ANTHONY Professor of Music, PhD University of Arizona, MM University of Arizona, BM Bucknell University

MARTHA ANTOLIK Lecturer II, Music, MM Louisiana State University, BM Sanford University

JOSEPH V. ARN Professor of Business/Marketing Technology, EdD University of Nebraska at Lincoln, MSE University of Nebraska at Omaha, BSE University of Nebraska at Omaha

DANNY ARRIGO Assistant Professor of Mathematics, EdD University of Southern Mississippi, MS Arizona State University, BS Michigan State University

KATHLEEN ATKINS Associate Professor of Special Education, EdD University of Southern Mississippi, MEd Mississippi University for Women, BS Mississippi University for Women

KEITH ATKINSON CPA, Professor and Chair, Department of Accounting, PhD, MBA and BBA University of Mississippi

B

PHILLIP BAILEY Associate Professor and Chair, Department of World Languages,

Literatures, and Cultures, PhD University of Virginia, MA University of Virginia, BA St. John's University

WILLIAM D. BANDY Professor of Physical Therapy, PhD Texas Woman's University, MA Kent State University, BA College of St. Scholastica

AMELIA L. BARILE Assistant Professor of Psychology and Counseling, PhD University of Oklahoma, MS University of Oklahoma, BA DePaul University

KENNETH C. BARNES Professor of History, PhD Duke University, MA University of East Anglia, England, BA University of Central Arkansas

TAMMY R. BENSON Associate Professor of Childhood Education, EdD University of Memphis, MSE University of Central Arkansas, BSE University of Central Arkansas

GUY BENARD Assistant Professor of Mathematics, PhD University of Minnesota, M.Sc University of British Columbia, MScA and BIng Ecole Polytechnique

ELSON M. BIHM Associate Professor of Psychology and Counseling, PhD Texas Tech University, MS University of Southwestern Louisiana, BS Louisiana State University

BRIAN BOLTER Associate Professor of Psychology and Counseling, PhD Michigan State University, MA Central Michigan University, BS Ferris State University

KATHLEEN N. BONDY Professor of Nursing, PhD New York University, MS Boston University, BS St. Louis University

KURT BONIECKI Assistant Professor of Experimental Psychology, PhD University of New York, Mphil City University of New York, MA City University of New York, BA City College of the City University of New York

DON B. BRADLEY, III Professor of Marketing, Management and Information Systems, PhD University of Missouri, MS Indiana State University, BS Bowling Green State University

RONALD K. BRAMLETT Professor of Psychology and Counseling, PhD University of Cincinnati, MEd University of Cincinnati, Ed Specialist Arkansas State University, MRehabCoun Arkansas State University, BA Central Wesleyan College

GEORGE N. BRATTON Associate Professor of Mathematics, EdD Mississippi State University, MS Mississippi State University, BA Hendrix College

JAMES W. BRODMAN Professor of History, PhD University of Virginia, MA University of Virginia, BA Canisius College

RICKY W. BROOKS Assistant Professor, Director of Bands, PhD Louisiana State University, MME Delta State University, BME Delta State University

CAROLYN BROWN Associate Professor of Music, DMA, Eastman School of Music, MM University of Kansas, BME Wartburg College

LORRIE BUDDENBERG Assistant Professor of Occupational Therapy, ABD Texas Woman's University, MA Texas Woman's University, BS University of Central Arkansas

RALPH STEVENS BUTCHER Associate Professor of Mathematics, PhD University of Kansas, BA Baker University

C

JOSEPH D. CANGELOSI, JR. Associate Professor of Marketing, Management and Information Systems, DBA Louisiana Tech University, MBA Northeast Louisiana University, BBA Northeast Louisiana University

PATRICIA CARLIN Lecturer in World Languages, MA University of California-Davis, MSE University of Arkansas, MA Southwestern Seminary, BA Hendrix College

JODY B. CHARTER Associate Professor of Library, Media, and Information Technologies, PhD Florida State University, AdvMS Florida State University, MLS University of Oklahoma, BSE Oklahoma State University

CHI-KAN CHEN Assistant Professor of Mathematics, PhD and MS University of Utah, MS Tsing-Hua University, BS Chung-Hsing University

JOHN S. CHOINSKI Professor of Biology, PhD Arizona State University, MS University of Florida, BS University of Florida

BARBARA CLANCY Assistant Professor of Biology, PhD, MS, and BA University of Texas, Dallas

DON COLLINS Professor of Music, PhD Florida State University, MME Florida State University, Master of Church Music, New Orleans Theological Seminary, BA Wayland University

MARK COOPER Associate Professor, Curriculum and Instruction, PhD, Georgia State University, MSE Henderson State University, BSE Henderson State University

DONALD EDWARD CULWELL Professor of Biology, PhD University of North Carolina, MA Indiana University, BS Southeast Missouri State University

D

JANE DAHLENBURG Visiting Assistant Professor of Music, PhD University of North Caroline, MM University of North Carolina, BM University of Hartford

PAUL DICKINSON Assistant Professor of Music, DM Northwestern University, MM Northwestern University, BM Eastman School of Music

DAVID DUSSOURD Associate Professor of Biology, PhD Cornell University, BA Dartmouth College

E

JOAN B. EICHLER Assistant Professor of Psychology, PhD University of Kansas-Lawrence, MA University of Missouri-Columbia, BA University of Arkansas-Fayetteville

F

SHOUDONG FENG Assistant Professor of Early Childhood and Special Education, EdD University of Cincinnati, MA University of Cincinnati, MA Tsinghua University, BA Xuzhou Normal University

JANET D. FILER Assistant Professor of Special Education, PhD University of Maryland, MA University of Nebraska, BS St. Josephb s University

JAMES FLETCHER Clinical Instructor II of Physical Therapy, MS University of Central Arkansas, BS Southwest Missouri State University

LORIEN L. FOOTE Assistant Professor of History, PhD University of Oklahoma, MA University of Oklahoma, BS University of Kansas

DONNA HADFIELD FOSS Associate Professor, Chair, Department of Mathematics, EdD University of Memphis, CAS University of Maine, MS University of Central Arkansas, BS University of Arkansas at Little Rock

JAMES E. FOWLER Associate Professor of English, PhD Rice University, MA Rice University, BA Rice University

ELAINE FOX Professor of Sociology, PhD Oklahoma State University, MS Oklahoma State University, BA Cameron University, RN Memorial Mission Hospital School of Nursing, Asheville, NC

EMOGENE FOX Professor, Chair, Department of Health Sciences, EdD University of Arkansas, MSE University of Central Arkansas, BSE University of Central Arkansas

WILLIAM FRIEDMAN Associate Professor of Information Systems, PhD University of Virginia, MA University of Pennsylvania, BA University of Pennsylvania, BHL Gratz College, Post-baccalaureate Certificate Virginia Commonwealth

RONALD FRITZE Professor and Chair, Department of History, PhD Cambridge University, MA Louisiana State University, BA Concordia University, River Forest Illinois

RAYMOND-JEAN FRONTAIN Professor of English, PhD Purdue University, MA Purdue University, BA Marist College

G

REBECCA GATLIN-WATTS Assistant Professor of Marketing, Management and Information Systems, EdD Texas A & M University, MA University of Alabama at Birmingham, BSE Southern Arkansas University

RICHARD T. GAUGHAN Associate Professor of English, PhD Brown University, BA University of Notre Dame

DONALD GETTINGER Research Associate of Biology. PhD University of Oklahoma, MS University of Oklahoma, BS Oklahoma College of Liberal Arts

JONATHAN GLENN Professor of English, Interim Dean, College of Fine Arts and Communication, PhD University of Notre Dame, MA University of Notre Dame, BA Walla Walla College

LINDA GLENN Professor of Psychology and Counseling, PhD Oklahoma State University, MS Oklahoma State University, BA Northeastern Oklahoma University

SONDRA GORDY Associate Professor of History, EdD University of Arkansas at Little Rock, MSE University of Central Arkansas, BSE University of Central Arkansas

LINDA KAREN GRIFFITH Professor of Mathematics, PhD University of Texas at Austin, MSE University of Central Arkansas, BSE University of Central Arkansas

H

PAUL V. HAMILTON Associate Dean, College of Natural Sciences and Mathematics, Department of Biology, PhD Florida State University, BS Cornell University

VINCENT E. HAMMOND Associate Professor of History, PhD University of Illinois, MA University of Illinois, BA University of Illinois

WILLIE HARDIN Professor of Educational Media and Library Science, Associate Vice President for Academic Development, DA Simmons College, MS University of Texas at Dallas, MLS University of Oklahoma, BS University of Arkansas at Pine Bluff

MARY HARLAN Professor, Chair, Department of Family and Consumer Sciences, EdD University of Arkansas, MSE University of Arkansas, BSE University of Central Arkansas

NEIL HATTLESTAD Professor of Kinesiology and Physical Education, Dean, College of Health and Applied Sciences, EdD University of Wyoming, MA University of Northern Iowa, BA University of Northern Iowa

LING HE Associate Professor of Economics and Finance, DBA Cleveland State University, MS University of Southern Mississippi, MBA University of Southern

Mississippi, BS equivalency--Chinese Academy of Social Science

STEPHEN HEARN Clinical Instructor of Physical Therapy, DPT University of Central Arkansas, MS University of Central Arkansas, BS University of Central Arkansas

FRED HICKLING Associate Professor of mathematics, PhD University of California, San Diego, MA University of California, San Diego, BA University of California

ROBERT HOLDEN Assistant Professor of Music, MM Boston Conservatory, BM Keene State College

JOSEPH HORTON Professor and Interim Chair, Department of Economics, Finance, and Insurance and Risk Management, PhD Southern Methodist University, BA New Mexico State University

DEBORAH HOWELL-CRESWELL Associate Professor, Chair, Department of Kinesiology and Physical Education, PhD Louisiana State University, MSE University of Central Arkansas, BSE Southern Arkansas University

LINDA HSU Associate Professor of Music, DMA Eastman School of Music, MM Eastman School of Music, BS Yale University

BETTY M. HUBBARD Professor of Health Sciences, EdD University of Arkansas, MSE University of Central Arkansas, BSE University of Central Arkansas

LAWRENCE RUSSELL HUFF Professor of Mathematics, PhD Montana State University, MA University of South Dakota, BS University of South Dakota

STEPHANIE HUFFMAN Assistant Professor of Middle/Secondary Education and Instructional Technologies, EdD Arkansas State University, MA University of Central Arkansas, BSE Arkansas State University

J

TERRY JAMES Professor of Education, Interim Director of Academic Planning and Assessment, EdD University of Missouri, MEd University of Missouri, BSE University of Missouri

PAUL H. JENSEN CPA, Assistant Professor of Accounting, DBA University of Memphis, MBA Augusta College, BA Wheaton College

SARAH JEROME Assistant Professor of Health Sciences, PhD Louisiana State University School of Medicine, MS Louisiana State University, BS Northwestern State University (Louisiana)

W. CLINT JOHNSON Professor of Economics, PhD Texas Tech University, MA Vanderbilt University, BA Rice University

JENNIFER JOHNSON Assistant Professor of Occupational Therapy, MA Texas Woman's University, BS University of Central Arkansas

DONALD G. JONES Associate Professor of History, PhD University of Kansas, MA University of Louisiana-Monroe, BA University of Louisiana-Monroe

K

TERRANCE B. KEARNS Professor of English, PhD Indiana University, BA College of the Holy Cross

KRISTEN KETELES Assistant Professor of Biology, PhD Louisiana State University, BS Coastal Carolina University

DAVID KIM Assistant Professor of Marketing, PhD Texas Tech University, MBA Texas A & M University, BA Lafayette College

JACK KLOTZ Associate Professor of School Management ,Leadership, and Administration, PhD University of Wisconsin, EdS University of Wisconsin, MS University of Wisconsin

LORETTA KNUTSON Associate Professor of Physical Therapy, PhD University of Iowa, MA University of Iowa, BS University of Pennsylvania

LAURETTA A. KOENIGSEDER Associate Professor of Nursing, PhD University of Texas at Austin, MSE University of Central Arkansas, BS University of Central Arkansas

WILLIAM F. KORDSMEIER Associate Professor of Economics, PhD Texas A & M University, MA University of Arkansas, BA University of Dallas

L

JACKIE LAMAR Associate Professor of Music, DMA University of North Texas, MME University of North Texas, BME University of Central Arkansas

JANE W. LAMMERS Professor of Health Sciences, EdD University of Utah, MSE University of Central Arkansas, BSE University of Central Arkansas

WILLIAM LAMMERS Professor of Psychology and Counseling, PhD Bowling Green State University, MA Bowling Green State University, BA San Diego State University

REBECCA LANCASTER Assistant Professor of Nursing, PhD University of Texas at Austin, MSN University of Central Arkansas, BS University of Central Arkansas

DEE LANCE Assistant Professor of Speech Language Pathology, PhD University of Tennessee, MA University of Central Arkansas, BS University of Central Arkansas

KATHERINE LARSON Assistant Professor of Biology, PhD Northern Arizona University, MS Oregon State University, BS University of Oklahoma

GARY A. LEWERS Associate Professor of Health Sciences, PhD University of Utah,

MEd Memphis State University, BS Memphis State University

ART LICHTENSTEIN Director and Associate Professor, Torreyson Library, MSLS Simmons College, MSEA University of Southern Maine, BA Colgate University

IRENE LIVSHITS Assistant Professor of Mathematics, PhD University of Bar-Ilan, Weizmann Institute of Science, Israel, MSc and BS Novosibirsk State University (Russia)

CAROL LOAR Visiting Assistant Professor of History, PhD Northwestern University, MS University of Oregon, BS University of Nebraska

ROBERT J. LOGAN Professor of Speech-Language Pathology, PhD Florida State University, MS Florida State University, BS Florida State University

VENITA LOVELACE-CHANDLER Professor, Chair, Department of Physical Therapy, PhD Texas A & M University, MACT University of North Carolina, Chapel Hill, BS University of Texas, Health Science Center

M

DAVID MCCALMAN Assistant Professor, Graduate School of Management, Leadership, and Administration, PhD Indiana University, MPA University of Arkansas at Little Rock, BA University of Arkansas at Little Rock

KIMBERLY C. MCCULLOUGH Assistant Professor of Speech-Language Pathology, PhD University of Tennessee at Knoxville, MA and BA Baylor University

MARY VICTORIA MCDONALD Associate Professor of Biology, PhD University of Florida, MS Virginia Polytechnic Institute and State University, BA Wake Forest University

JEAN J. MCGEHEE Assistant Professor of Mathematics, PhD University of Texas at Austin, MS University of North Texas, MEd Georgia State University

TOM MCINNIS Associate Professor of Political Science, PhD University of Missouri-Columbia, MA University of Missouri-Columbia, BA Chadron State College

AMY MCMILLAN Assistant Professor of Physical Therapy, DPT University of Delaware, MS University of North Carolina at Chapel Hill, BS University of Delaware

MARK MCMURTREY Assistant Professor of Management Information Systems, PhD University of South Carolina, MBA University of Arkansas, BS University of Arkansas

ELAINE MCNIECE Associate Provost and Graduate Dean, Professor of Speech Pathology, EdD University of Arkansas, MS Memphis State University, BSE University of Central Arkansas

JAMES C. MAINORD Professor of Special Education, PhD Southern Illinois

University, MSE State College of Arkansas, BSE Arkansas State Teachers College

TINA MANKEY Clinical Instructor of Occupational Therapy, MS University of Central Arkansas, BS University of Central Arkansas

MICHAEL S. MARTIN Lecturer of Biology, MD Louisiana State University School of Medicine, BS McNeese State University

JULIE MEAUX Assistant Professor of Nursing, PhD University of Arkansas for Medical Sciences, MNSc University of Arkansas for Medical Sciences, BSN University of Southwestern Louisiana

BONNIE MELCHIOR Professor of English, DA University of Oregon, MA University of California at Los Angeles, BA Stanford University

MIKE MORAN Associate Professor of Biology, PhD University of Maryland, MS California State University at Hayward, BS Southern Oregon College

MARGARET M. MORGAN Associate Professor of Writing, PhD, Ohio State University, MA Ohio State University, BA Ohio State University

MARY H. MOSLEY Associate Professor of Childhood Education, EdD North Texas University, MA Northwestern State University of Louisiana, BA University of Southern Mississippi

SUSAN A. MOSS-LOGAN Associate Professor, Speech-Language Pathology, PhD University of Illinois, MA Western Illinois University, BS Western Illinois University

MARK MULLENBACH Assistant Professor of Political Science, PhD University of Arizona, MS Illinois State University and BA Moorhead State University

JOHN J. MURPHY Associate Professor of Psychology and Counseling, PhD University of Cincinnati, MEd University of Cincinnati, BA Thomas Moore College

JAMES MURRAY Assistant Professor of Biology, PhD University of Washington, BS Cornell University

LINDA MUSSELMAN Associate Professor, Chair, Department of Occupational Therapy, PhD University of Florida, MEd University of Florida, BS Ohio State University

N

DAVID L. NAYLOR Professor of Special Education, EdD University of Northern Colorado, MSE State College of Arkansas, BSE State College of Arkansas

JAMES B. NELSON Assistant Professor of Psychology and Counseling, PhD University of Vermont, MA University of Vermont, BS University of Central Arkansas

NELDA NEW Clinical Instructor of Nursing, MSN University of Central Arkansas,

BSN University of Central Arkansas

ERNEST NESS Director of Counseling Center, PhD University of Missouri, MS Saint Cloud State College, BA Bemidji State University

O

WOLFGANG OESTE Assistant Professor of Music, MA Northwestern University, BA University of Manitoba, Canada

THOMAS H. OXNER CPA, Professor of Accounting, Chair, Department of Accounting, PhD University of Georgia, MBA University of Georgia, BS Campbell University

P

JOHN C. PARRACK Assistant Professor of World Languages, PhD and MA University of Pennsylvania, BA Dartmouth College

JOHN PASSC -SMITH Associate Professor of Political Science, PhD University of Arizona, MA University of Arizona, BA Virginia Commonwealth University

DAVID R. PETERSON Professor of Mathematics, Director, Ozark Heritage Institute, PhD Michigan State University, BA Ripon College

PATRICIA PHELPS Professor of Curriculum and Instruction, EdD East Texas State University, MEd Northeast Louisiana University, BA Northeast Louisiana University

ARMOND PICOU Associate Professor of Finance, PhD Florida Atlantic University, MBA Nichols State University

DWIGHT R. PIERCE Associate Professor of Health Sciences, PhD University of Iowa, BS Iowa State University

CAROLYN L. PINCHBACK Professor of Mathematics, PhD University of Texas at Austin, MEd Texas A & M University, College Station, BS University of Texas at Austin

CARMENCITA POE Assistant Professor of Nursing, EdD University of Arkansas at Little Rock, MSN University of Arkansas for Medical Sciences

JOEL B. POUWELS Associate Professor of Foreign Languages, PhD Michigan State University, MA Michigan State University, BA Albion College

RANDALL POUWELS Professor of History, PhD University of California, Los Angeles, MA Duquesne University, BA University of Wisconsin

R

JACQUIE RAINEY Associate Professor of Health Sciences, DrPH University of South Carolina, MS University of Central Arkansas, BSE University of Central Arkansas

HARRY W. READNOUR Professor of History, PhD University of Virginia, MA George Washington University, BA Oklahoma State University

NANCY REESE Associate Professor of Physical Therapy, PhD University of Arkansas for Medical Sciences, MS University of Arkansas, Little Rock, BS University of Central Arkansas

JAN RICHTER Assistant Professor of Nursing, EdD Oklahoma State University, MED University of Central Oklahoma, BA University of North Carolina

HENRY N. ROGERS, III Professor of English, PhD Rice University, MA Rice University, BA University of Arkansas

KEVIN ROWELL Assistant Professor of Psychology and Counseling, PhD Texas A & M University, MA Louisiana Tech University, BS Louisiana Tech University

JACKI RUARK Assistant Professor of Speech-Language Pathology, PhD University of Pittsburgh, MS and BS Western Kentucky University

MICHAEL J. RUBACH Assistant Professor of Management, PhD University of Nebraska-Lincoln, JD Creighton University Law School, MBA University of Nebraska, BA Union College

JON RUEHLE Assistant Professor of Biology, PhD University of California-Davis, BA University of California-Berkeley

STEVEN RUNGE Associate Professor of Biology, Interim Chair, Department of Biology, PhD Ohio State University, BS University of Wisconsin-Green Bay

NEIL RUTMAN Associate Professor of Music, DMA Peabody Conservatory of Music, Johns Hopkins University, MM Eastman School of Music, University of Rochester, BM San Jose State University

S

IRA SALTZ Associate Professor of Economics, PhD University of California at Berkley, BA Cornell University

MICHAEL SCHAEFER Professor of English, PhD University of North Carolina, MA North Carolina State University, BA University of North Carolina

GEORGE W. SCHUYLER Professor, Chair, Department of History, PhD Stanford University, MA Johns Hopkins University, BA Yale University

MICHAEL T. SCOLES Associate Professor of Psychology and Counseling, PhD Northern Illinois University, MA Northern Illinois University, BA State University of

New York at Cortland

CHARLES J. SEIFERT Professor of Mathematics, PhD Kent State University, MA Kent State University, BS Kent State University

MELISSA SHOCK Associate Professor of Family and Consumer Sciences, PhD Oklahoma State University, MSE University of Central Arkansas, BS University of Arkansas

JOSEPH M. SHOSTELL Visiting Assistant Professor of Biology, PhD University of Louisville, MS North Dakota State University, BA Hamlin University

JEFFREY SHOWELL Professor of Music, Chair, Department of Music, DMA Yale University, MMA Yale University, MM Eastman School of Music, BM Eastman School of Music

CONRAD SHUMAKER Professor of English, PhD University of California, Los Angeles, MA University of Arizona, BA University of Arizona

DAVID J. SKOTKO Professor, Chair, Department of Psychology and Counseling, PhD Wayne State University, MA Wayne State University, BA Cleveland State University

DONNA SMILEY Assistant Professor of Speech-Language Pathology, pHd university of Tennessee, MS University of Arkansas for Medical Sciences, BS Henderson State University

BILLY LEE SMITH Professor of Psychology and Counseling, PhD University of Mississippi, MS University of Mississippi, BA Northeast Louisiana University

TERESA SMITH Associate Professor of Psychology and Counseling, PhD University of Mississippi, MS University of Mississippi, BA Southeastern Louisiana University

PAMELA A. SPIKES CPA, Professor of Accounting, PhD University of Mississippi, MS University of Arkansas, BS University of Arkansas

WAYNE B. STENGEL Professor of English, PhD Duke University, MA New York University (Film), MA University of Louisville, BA Grinnell College

SHEILA STROMAN Assistant Professor of Nursing, PhD University of Memphis, MSN University of Central Arkansas, BS University of Central Arkansas

R. DAVID SUMPTER Assistant Professor of Childhood and Special Education, PhD Peabody College of Vanderbilt University, MS Arkansas State University, BS Arkansas State University

T

AMADOU THIAM Assistant Professor of Geography, PhD Clark University, MS and

BS University of Dakar, Sengal

GLENDA THURMAN Associate Professor of Library, Media, and Information Technologies, PhD University of Colorado, MA University of Colorado, BS University of Colorado

LARRY WAYNE TITLOW Professor of Kinesiology and Physical Education, PhD Texas A & M University, MEd University of Houston, BSE University of Houston

RONALD B. TOLL Professor of Biology, Dean, College of Natural Sciences and Mathematics, PhD University of Miami, BA Rutgers University, AA Union College

V

STEPHANIE VANDERSLICE Assistant Professor of Writing, PhD University of Southwestern Louisiana, MFA George Mason University, BA Connecticut College

W

BEN WAGGONER Assistant Professor of Biology, PhD University of California, Berkeley, BA Tulane University, BS Tulane University, New Orleans

LORA J. WALLACE Assistant Professor of Sociology, PhD and MS Iowa State University, BA Truman State University in Missouri

GARY D. WEKKIN Professor of Political Science, PhD University of British Columbia, MA University of British Columbia, BA University of Wisconsin-Madison

DAVID WELKY Assistant Professor of History, PhD Purdue University, MA Purdue University, BA Northeast Missouri State University

DONALD E. WHISTLER Professor of Political Science, PhD Southern Illinois University, MS Iowa State University, BA Buena Vista College

ROY WHITEHEAD, JR. Associate Professor of Business Law, LLM University of Arkansas, JD University of Arkansas, BS Arkansas Tech University

JEFF WHITTINGHAM Assistant Professor of Middle/Secondary Education and Instructional Technology, PhD Southern Illinois University, MSE Arkansas State University, BSE Arkansas State University

CHERYL WIEDMAIER Assistant Professor of Business and Marketing Education, MS University of Missouri at Columbia, BS Northwest Missouri State University

MARK WILLEY Assistant Professor of Occupational Therapy, PhD University of Arkansas at Fayetteville, MS Texas Women's University. BS Stephen F. Austin State University

BARBARA G. WILLIAMS Professor, Chair Department of Nursing, PhD University

of North Texas, MS Texas Woman's University, BS University of Central Arkansas

CAROLYN WILLIAMS Professor of Middle/Secondary Instructional Technology, EdD Mississippi State University, MED Mississippi State University, BS Mississippi Valley State University

ROBERT D. WILLIAMS Professor of Psychology and Counseling, Coordinator of Undergraduate Psychology, PhD University of Mississippi, MA Stephen F. Austin University, BS North Texas State University

JANET WILSON Assistant Professor of Sociology, Chair, Department of Sociology, PhD University of Nebraska, MS University of Central Arkansas, BS University of Central Arkansas

DENIS WINTER Professor of Music, DMA University of North Texas, MM New England Conservatory, BM Ohio University

ANN WITCHER Professor of Curriculum and Instruction, EdD University of Arkansas, EdS University of Central Arkansas, MEd University of Arkansas, BS University of Kansas

Y

STEPHEN YARBERRY Adjunct Professor of Health Sciences, PhD University of North Carolina, MS University of Arkansas at Little Rock, BS University of Arkansas at Little Rock

Z

RETA ZABEL Associate Professor of Physical Therapy, PhD Texas Woman's University, MS University of Central Arkansas, BS University of Texas Health Science Center

JAIME ZAMBRANO Assistant Professor of Foreign Languages, PhD University of Missouri, MA University of Missouri, BS Universidad de Colombia

STEVEN ZELTMANN Associate Professor of Management Information Systems, PhD and MBA Florida State University, BS University of Missouri at Columbia

Copyright © 2003 University of Central Arkansas
Originally posted: July 2003
Location: http://www.uca.edu/divisions/academic/gradbulletin/04/403.html