



## **Graduate Catalog 2017-2018**

### **INSTITUTIONAL ACCREDITATION**

National Council for the Accreditation of Teacher Education  
AACSB International - The Association to Advance Collegiate Schools of Business  
National Association of Schools of Music  
National League for Nursing

The Higher Learning Commission  
North Central Association of Colleges and Schools  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602-2504  
(800) 621-7440 \* (312) 263-0456 \* (312) 263-7462 (fax)  
[www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

### **INSTITUTIONAL MEMBERSHIP**

The Higher Learning Commission  
(North Central Association of Colleges and Schools)  
National Council for Accreditation of Teacher Education  
American Association of Colleges for Teacher Education  
Council of Public Liberal Arts Colleges  
National Association of Schools of Music  
American Council on Education  
American Association of State Colleges and Universities  
National Collegiate Athletic Association  
College Placement Council  
National Business Education Association  
National League for Nursing  
University Aviation Association  
Conference of Southern Graduate Schools  
Association of Graduate Liberal Studies Programs  
Council of Graduate Schools

## Graduate Catalog Policy Statement

Henderson State University is committed to the policy of providing educational opportunities of all qualified students regardless of their economic or social status and will not discriminate on the basis of race, color, sex, creed, sexual orientation, disability, veteran's status, age, marital or parental status, or national origin. The Office of General Counsel, 308 Womack Hall, has been designated to coordinate efforts to comply with the provision of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Civil Rights Act of 1991.

This catalog presents current policies and procedures concerning Henderson State University and the Graduate School, including admission requirements, registration fees, curricula offered, degrees granted, and courses available. However, because all policies and procedures are essentially subject to a continuing evaluation process, the University reserves the right to make appropriate revisions at any time and without prior notice. Consequently, the catalog does not constitute a contractual agreement between the university and the student.

The courses listed in this catalog have been authorized in accordance with policies approved by the academic colleges and the Graduate Council. Schedules of classes for each semester must be consulted for courses to be offered during a given semester, since the frequency of offering each course is determined by the department as program needs dictate, with no assurance that a given course will be offered every year. The outline of courses and prerequisites, when stated, are meant to serve as a guide to degree program planning and are subject to specific determination and consultation with program advisors.

Information concerning graduate academic programs may be obtained by writing the Graduate School at HSU Box 7802, 1100 Henderson Street, Arkadelphia, AR 71999-0001, or visiting the HSU web-site at <http://www.hsu.edu> or emailing [grad@hsu.edu](mailto:grad@hsu.edu) or calling (870) 230-5126.

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**HENDERSON STATE UNIVERSITY**  
**2017-2018 Academic Calendar**

**FALL 2017**

August 16, 17 ..... Fall Faculty Conference  
August 19 ..... Orientation & Registration  
August 22 ..... Classes Begin  
August 25 ..... Last Day to Register or Add a Course  
September 4 ..... Labor Day Holiday  
October 12-13 ..... Fall Break  
November 22-24 ..... Thanksgiving Holidays  
December 11-14 ..... Final Exams  
December 15 ..... Commencement

**SPRING 2018**

January 12 ..... Registration  
January 15 ..... Martin Luther King Jr. Holiday (offices open)  
January 16 ..... Classes Begin  
January 19 ..... Last Day to Register or Add a Course  
March 19-23 ..... Spring Break  
May 7-10 ..... Final Exams  
May 11 ..... Commencement

**SUMMER 2018**

May 14-25 ..... Pre-Summer Session  
May 28 ..... Memorial Day Holiday  
June 1 ..... Registration for First Summer Term  
June 4 ..... Classes Begin  
July 4 ..... Holiday  
July 6 ..... End of Summer Session 1  
July 9 ..... Registration for Second Summer Term  
July 10 ..... Classes Begin  
August 10 ..... End of Second Summer Term



## Historical Sketch

Henderson State University has a unique history. The only Arkansas university which has been controlled by both church and state; it is the only public institution named for an individual. Of the nine Arkansas public universities, HSU is one of two originally established as four year, degree conferring institutions and is the second oldest university under state control. The university has operated for a century under six names: Arkadelphia Methodist College (1890 - 1904), Henderson College (1904 - 1911), Henderson Brown College (1911 - 1929), Henderson State Teachers College (1929 - 1967), Henderson State College (1967 - 1975) and Henderson State University (since 1975).

Henderson State University had its beginnings on November 6, 1889, when Arkadelphia civic leaders and members of the Methodist Episcopal Church, South, held a town meeting at the Church to discuss establishment of a Methodist college for Arkadelphia and south Arkansas. Leaders of the movement, however, became convinced that the interest of the community could best be served by securing Hendrix College, an established Methodist institution then subject to relocation. Arkadelphia's failure to secure Hendrix College resulted in implementation of the original plan.

The institution was founded on March 24, 1890, and was incorporated as Arkadelphia Methodist College. It was chartered as a four year, co-educational, baccalaureate liberal arts college. The College opened on September 3, 1890, with 110 students and 10 faculty members. The name was changed to Henderson College in 1904 to honor Charles Christopher Henderson, a Trustee and prominent local businessman. In 1911, the name was amended to Henderson Brown College to honor Walter William Brown, who was also a Trustee.

From its founding in 1890 until 1925, the College also operated an academy which provided instruction for students desiring high school courses and for those not prepared to enter the collegiate curriculum. Henderson was a sister institution of Hendrix College. In 1929, the educational commission of the Arkansas Methodist Conference proposed that the two colleges be merged in Little Rock. However, through the efforts of Arkadelphia citizens and religious and political leaders of south Arkansas, the institution, then known as Henderson Brown College, was offered to the State of Arkansas. The Arkansas General Assembly enacted legislation (Act 46) to "establish a standard Teachers College in Arkadelphia," and Henderson became a daughter of the state.

At present, degree programs are offered through the Matt Locke Ellis College of Arts and Sciences, the School of Business, the Teachers College, and the Graduate School. In addition to its own degree program in nursing, Henderson also operates the only aviation degree program in Arkansas. In 1951, Henderson became a graduate center for the University of Arkansas and, in 1955, instituted its own graduate program. The university now confers six graduate degrees: MAT, MBA, MLA, MS, MSE, and Ed.S.

# Presidents of the University

George Childs Jones (1890-97) (1899-1904)

Cadesman Pope (1897-1899)

John Hartwell Hinemon (1904-1911)

George Henry Crowell (1911-1915)

James Mims Workman (1915-1926)

Clifford Lee Hornaday (1926-1928)

James Warthen Workman (1928-1929)

Joseph Pitts Womack (1929-1939)

Joseph A. Day (1939-1941)

Matt Locke Ellis (1941-1945)

Dean D. McBrien (1945-1963)

M. H. Russell (1963-1969)

Martin B. Garrison (1970-1986)

Charles DeWitt Dunn (1986-2008)

Charles L. Welch (2008-2011)

Bobby G. Jones, Interim (2011-2012)

Glendell Jones Jr (2012-present)

## Mission

The mission of the Henderson State University Graduate School is to provide advanced and specialized education beyond the baccalaureate program. Henderson State University offers graduate study that is intended to

- Strengthen the academic and professional competence of the student.
- Develop the capacity for independent study.
- Acquaint the student with major literature, theories, concepts, and practices in his/her field.
- Broaden the student's knowledge of the subject matter content of his/her discipline.
- Assure seminar methods, requiring student participation.
- Significantly advance the student's ability to write and communicate verbally.

The purpose of graduate study presupposes a broad background of knowledge with an adequate preparation at the baccalaureate level in a major field of study. The graduate student is expected to:

- Assume responsibility and to exercise individual initiative;
- Utilize extensive and intensive research and reading;
- Demonstrate qualities of leadership;
- Engage in free thought and discourse.

Furthermore, in keeping with HSU's mission-at-large, the Graduate School endeavors to provide an education which will nurture in each student the capability to

- Think logically, creatively, and critically;
- Appreciate the complexity and diversity of world cultures;
- Participate as a concerned, intelligent citizen;
- Mature intellectually and emotionally; and
- Discern appropriate uses of technology relevant to the field of study.

# **Governance**

## **Authorization**

A fifth year program of advanced professional education was approved by the Henderson State University Board of Trustees in August of 1954. The university now offers the following graduate degrees: Master of Business Administration, Master of Liberal Arts, Master of Science in Clinical Mental Health Counseling, Master of Science in Education, Master of Arts in Teaching, Master of Science in Sports Administration, Master of Science in Developmental Therapy and Educational Specialist.

## **Graduate Council**

The Graduate Council recommends policies for the operation and improvement of the Graduate School. The Graduate Council acts as the higher body of the graduate faculty for final recommendations and proposals to the Provost/Vice President for Academic Affairs and, through that office, to the President and the Board of Trustees. The Graduate Council is responsible for such matters as approving new graduate courses; approving the graduate faculty; recommending additions, deletions, and changes in the various graduate programs and degree requirements; and recommending the assignment and awarding of graduate assistantships. Also, the Council approves applications for candidacy and for graduation and serves as an appeal board for special student requests.

## **Henderson State University Vision**

Henderson will be recognized as a national model for bridging the liberal arts and professional aspirations, producing well-rounded graduates who are leaders in their careers and communities.

## **Henderson State University Mission**

Henderson State University provides a learning environment that prepares students for a lifetime of intellectual and personal growth in a global society.

# Support Services

## Students with Disabilities

The university is subject to and endorses both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The Compliance Officer for the ADA and Section 504 is the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744, 1100 Henderson Street, Arkadelphia, AR 71999-0001, phone (870) 230-5089.

The Disability Resource Center is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines appropriate academic accommodations, and develops plans for the provision of such accommodations. The mission of The Center is to create an accessible university community where qualified students with disabilities can achieve their academic potential within the regular, liberal arts academically competitive university curriculum. The Center works with students, faculty and staff to promote students' independence, to help identify the tools by which they can accomplish their educational and career goals, and to ensure recognition of their abilities, not disabilities. The Center is committed to keeping disability-related information confidential in accordance with state and federal laws. The Center assists students with the following accommodations:

- Course selection
- Priority scheduling
- Classroom and building accessibility
- Adapted testing
- Alternate print formats - audio, large print, Braille
- Note takers
- Interpreters
- Auxiliary aids and services

If you have need for support because of a disability, contact The Center. The Disability Resource Center is located in room 112, Foster Hall, HSU Box 7594, Arkadelphia, AR 71999-0001, phone (870) 230-5475. Early contact with The Center will provide for a smoother transition in obtaining needed services.

Some residence halls have been modified to accommodate residential living for non-ambulatory students. Modified facilities are adapted to meet individual needs and advance notice is often needed to make timely accommodations. If an attendant is needed, planning must be made with the Office of Residence Life at least sixty (60) days before the anticipated enrollment date. Preferential roommate assignments may be made if both persons who notify the Office of Residence Life at the time housing forms are submitted.

Parking for individuals with disabilities is available on campus. For further information or special parking needs, contact the University Police, Room 209, Womack Hall, HSU Box 7572, 1100 Henderson Street, Arkadelphia, AR 71999-0001 or phone (870) 230-5098.

Students with disabilities who have questions or need assistance should contact the Disability Resource Center, Foster Hall, Room 112 or the General Counsel to the President in Womack Hall. If any matter remains unresolved and a student wishes to make a formal complaint, the following procedures should be followed:

1. A complaint shall be made in writing or verbally to the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744, 1100 Henderson Street, Arkadelphia, AR 71999-0001, and shall contain the name and address of the complainant and a brief description of the alleged violation.
2. Complaints should be filed within thirty (30) days after the complainant becomes aware of the alleged violation. An investigation by the General Counsel to the President shall follow the filing of a complaint.
3. A written determination as to the findings and the validity of the complaint, and a description of the resolution, if any, shall be issued to the complainant no later than ten (10) days after filing of the complaint.
4. The ADA Coordinator shall maintain the files and records relating to complaints filed.
5. The complainant may request reconsideration of the case in instances where he or she is dissatisfied with the investigation, findings or resolution of the General Counsel to the President. This request should be made to the Office of the President within five (5) days of receipt of the determination.
6. The right of a person to a prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as filing an ADA complaint with the responsible federal department or agency nor is the use of this resolution procedure a prerequisite to the pursuit of other available remedies.

## **Sexual Harassment Policy**

Henderson State University is committed to the maintenance of a working and academic environment free from all forms of sexual harassment. Sexual harassment violates university policy as well as state, federal, and local laws. It is neither permitted nor condoned.

It is a violation of Henderson State University's policy against sexual harassment for any employee or student at Henderson State University to attempt in any way to retaliate against a person who makes a claim of sexual harassment.

Any individual found to have violated the university's policy against sexual harassment will be subject to appropriate disciplinary action including, but not limited to, reprimand, suspension, termination, or expulsion. Any disciplinary action taken will depend upon the severity of the offense.

**Definition:**

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- A. Submission to, or toleration of, such conduct on or off campus is made a term or condition of instruction, employment, or participation in other university activities.
- B. Submission to, or rejection of, such conduct by an individual is used as a basis for evaluation in making employment or academic decisions affecting the individual; or
- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or employment performance or creating an intimidating, hostile, or offensive university environment.

The procedures for complaints can be found in the Student Guide, Faculty Handbook of Staff Handbook.

## **Miscellaneous Federal Legislation Affecting Students**

### **Equal Employment Opportunity**

Title VII of the Civil Rights Act of 1964  
Sex Discrimination  
Race Discrimination  
Religious Discrimination  
National Origin Discrimination  
Equal Pay Act of 1963  
Disability Discrimination  
Americans with Disabilities Act of 1990  
Rehabilitation Act of 1973, Section 504  
Age Discrimination in Employment Act of 1967  
Civil Rights Act of 1991

### **Students and Program Nondiscrimination**

Title VI of the Civil Rights Act of 1964  
Title IX of the Education Amendments of 1972  
(Sexual Harassment and Gender Equity)  
Rehabilitation Act of 1973, Section 504  
Americans with Disabilities Act of 1990  
Age Discrimination Act of 1975

### **Privacy of Student Records**

Family Educational Rights and Privacy Act of 1974

### **Consumerism**

Student Right to Know Act of 1990  
Education Amendments of 1976

### **Campus Crime Reporting**

Campus Security Act of 1990

### **Drug Use by Employees and Students**

Drug free Schools and Communities Act of 1989  
Drug free Workplace Act of 1988

Questions concerning any of the above statutes should be directed to the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744, 1100 Henderson Street, Arkadelphia, AR 71999 or phone (870) 230-5089.



## Admissions to Graduate Study

### General Provisions

A graduate of a regionally accredited college or university requiring substantially the same undergraduate program as Henderson State University may be admitted to graduate standing if the student's grades are well above the average required for the bachelor's degree. In practice, this means either a grade point average of 2.7 (out of a possible 4.0) or above for all work recorded covering the undergraduate program, or a 3.0 average or above on the last 60 hours of undergraduate credit. These admission requirements pertain to the MSE, MLA, MAT, and MS programs. Beyond the base-level grade point average, other specific admission criteria involving tests, essays, and/or interviews are outlined in later sections.

Admission to the MBA program is contingent upon the applicants having a bachelor's degree from an accredited institution as well as background and grade performance which indicate probable success at the graduate level. Applicants must complete the MBA boot camp in order to be admitted into the MBA program. In addition, performance on the Graduate Management Admissions Test (GMAT) is used in evaluating an applicant. The applicant's undergraduate grade point average (GPA) and GMAT score are combined to calculate a GPA/GMAT index based upon the following formula: 200 times the undergraduate GPA plus the GMAT score. To qualify for full admission, the applicant must achieve a minimum index of 1000. In addition to this minimum index, an applicant desiring full admission must have a minimum undergraduate GPA of 2.70 and a minimum GMAT score of 400. The applicant should refer to later sections of this catalog for complete details on admission requirements and a discussion of conditional admission.

Every prospective student must submit a completed application for admission to the Graduate School. An official transcript must be forwarded from each college and university attended since high school graduation to the Dean of the Graduate School. All credentials should be on file at least two weeks in advance of the registration date of the term which the applicant plans to attend. When credentials have been evaluated, the applicant will be notified of his/her eligibility for admission to graduate study. Each student accepted into the school will be assigned an advisor.

***NOTE: A transcript can only be considered official when it has been sent electronically from the student's former institution(s) to the Graduate Office. Hand-delivered, faxed, or photo-copied transcripts are not acceptable.***

A student seeking admission to a particular degree program must satisfy the general requirements of the Graduate School as well as any additional or more rigorous requirements set by the faculty of the graduate program to which the student seeks admission. Subsequent sections of this catalog give program descriptions and specific degree requirements.

After being accepted, a student may not change the field of specialization without the permission of the Dean of the Graduate School. Such permission will be given only if the student meets admission requirements for the program to which he or she wishes to change. An applicant who

is accepted, but fails to enroll within one year, must reapply and will then be required to meet any changes in requirements that may have been made since the original admission.

The record of a graduate student who has not completed his/her work within the required number of calendar years (6 years for most degrees; 8 years for counseling) will be removed from the files, unless the student has written the Dean of the Graduate School and requested an extension. The request should include specific circumstances and the student's advisor must approve the request. A student who interrupts a program of graduate study for a period of more than one year will be responsible for satisfying the program requirements current at the time the student resumes graduate study.

Admission to graduate study does not imply official admission to candidacy for the degree. A student wishing to obtain a second Master's degree must meet admission requirements for that degree as well as graduation requirements. A student must be re-admitted to Graduate School before beginning course work for a second degree. Upon review and approval by the graduate dean, college dean, department chair and program advisor, students holding valid master's degree from accredited graduate institutions, including HSU, **may apply up to 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 chair. All remaining courses applied to satisfy the requirements for the second master's degree must be taken at Henderson State University.

Courses that are dually listed at the undergraduate and graduate level cannot be counted for credit toward more than one degree or program. This includes courses taken at the undergraduate level which are dually listed at the graduate level. A student who has already earned a master's degree at an accredited institution in the United States (checked and approved by the Graduate Dean) will not be subject to the current undergraduate G.P.A. requirement when applying to the HSU Graduate School. This does not exempt the students from other application criteria.

## **Admission on Condition**

An applicant who graduated from an accredited college without a 2.70 GPA, but has a 2.50 GPA overall, may be admitted with evidence that the student is capable of satisfactory performance. The student must maintain a 3.00 GPA throughout his/her work toward an advanced degree. In such cases, failure of the student to meet this condition at any point in the graduate program is sufficient ground for dismissal or reclassification as a non-degree student.

In determining eligibility for conditional admission, the Dean of the Graduate School will require that MLA, MSE, MAT, or MS applicants present acceptable scores on the general aptitude section of the Graduate Record Examination (GRE) or on the Miller Analogies Test (MAT). Letters of recommendation or other pertinent data may also be required.

An applicant from an unaccredited college who has satisfactory grades and a satisfactory program of undergraduate work may be admitted with an entrance condition of twelve (12) semester hours. The student may remove this condition by earning a 3.00 grade point average on

these twelve (12) hours. If he/she presents acceptable graduate credit from another accredited graduate school, the twelve (12) hour requirement may be reduced by the number of such credits.

### **Admission in Unclassified Status**

An applicant wishing to be admitted to graduate school without pursuing a program leading to the Master's degree or certification may apply for unclassified status. Such an individual must meet minimum eligibility requirements which include a baccalaureate degree from an accredited institution and minimum grade point average and must be prepared to undertake graduate work in the subject area requested. Such preparation requires a minimum of twenty four (24) hours in the requested subject area. These hours must be approved by the graduate faculty of the department in which the applicant intends to pursue graduate work. Unclassified status does not necessarily make a student eligible for enrollment in all graduate courses.

A student whose previous record shows certain deficiencies, but who is nevertheless admitted to graduate school and placed in unclassified status, may later initiate a petition with the Graduate School to be given admission with full qualifications when such deficiencies have been removed, provided the student has at least a 3.0 grade point average in graduate courses completed. A maximum of fifteen (15) graduate hours taken while in unclassified status may be transferred to a degree program.

### **Admission of Graduating Seniors**

An applicant in the last semester of his/her senior year of undergraduate study at Henderson State University may request admission to graduate study. If the student is otherwise qualified, admission is conditional until the bachelor's degree is awarded. A student, if admitted to graduate study, may take up to six (6) hours of graduate credit in order to bring his/her total load to fifteen (15) semester hours in a semester, or six (6) semester hours in a summer term. If the student fails to receive the undergraduate degree, graduate credit will not be awarded.

### **Admission of Non-Degree Students**

A student who does not meet the requirements for full or conditional admission to graduate school may be admitted as a non-degree student for a maximum of twelve (12) hours provided he/she has the prerequisite courses. These twelve (12) hours may not be counted for degree credit toward a Master's degree and may not be transferred.

### **Senior Citizens**

U.S. citizens who have reached the age of 60, and have completed a bachelor's degree, are eligible to take graduate classes, regardless of undergraduate GPA or particular test scores. Such students will be classified as "non-degree-seeking" and will be assigned to the Graduate Dean for advising. If a senior citizen wishes to pursue a graduate degree and does not meet the standard eligibility requirements, the degree program director, in conjunction with the Graduate Dean, will assess the student's abilities after 9-12 hours of course work have been completed and determine whether to allow the student to continue on a degree track.

All scholastic and dismissal policies apply. Tuition for senior citizens is waived pursuant to Arkansas State Law 6-60-204; fees are not waived.

## International Student Guidelines

### Admission of International Students

In order to be considered for admission to graduate school, an international student must produce a complete set of official credentials to establish that he/she meets all requirements for full admission to the particular program for which application is made. An international student is not eligible for conditional admission. A complete list of credentials required for admission consideration is as follows:

1. Provide evidence of a TOEFL score of 550 paper based, or 213 computer based. We will also accept a score of at least 6.0 on the IELTS. Henderson State University code number is 6272.
2. Provide a completed financial statement form verifying that he/she can financially support him/herself while a student in the United States (approximately \$16,000 per calendar year, including living expenses). This is only an estimate as tuition and housing costs are subject to change. All applicants must be financially independent, as there is no financial aid guaranteed to international students attending HSU. Limited graduate assistantships are available. Tuition and fees are required at the time of registration and must be paid in U.S. funds.
3. Provide a certified transcript(s) in English from an accredited translation agency, indicating satisfactory preparation to enter the undergraduate college.
4. International students are required to purchase medical insurance through HSU. The cost is approximately \$62/month (this amount is subject to change). Payment of the insurance premium is to be made before or at the time of registration each semester. The medical insurance is mandatory.
5. A complete application for admission of international students, signed and dated. *(Please return the necessary paper work as listed via mail with a U.S. money order for \$75. The Graduate School will then determine your eligibility for admission. Files must be completed by November 30th for spring admission and June 30th for fall).*

When the above five (5) requirements are satisfactorily completed, the international student will receive a letter of admission and an I-20 form. In order to obtain a travel visa and to enter into this country, the international student must present the I-20 form to the American Consulate located in his/her country.

Upon receiving a letter of admission, international students should contact the Office of Residence Life at (870) 230-5083, or HSU Box 7554, or email [reslife@hsu.edu](mailto:reslife@hsu.edu), so that living arrangements can be secured in one of the residence halls if such services are needed.

If an International Student is chosen for a graduate assistantship, ALL paperwork and documentation must be complete and turned into the Graduate Office by the first day of registration in order for an International Student to qualify for a graduate assistantship. If any aspect of the student's paper work is not complete by the end of the first day of registration, then that position will be assigned to another student or will go unfilled for the remainder of the semester.

International students should review the university calendar carefully and must arrive no later than one day prior to registration; however, additional time is recommended. All international students entering HSU must attend a mandatory international orientation. **LATE ARRIVALS WILL NOT BE ALLOWED TO ENROLL AT HENDERSON STATE UNIVERSITY.** If international or other students notify us of arrival date, time, airline and flight number into the Little Rock airport, HSU will attempt to coordinate travel accommodations to the campus.

### **Admission to Candidacy**

Every candidate for an advanced degree must make application for admission to candidacy. This application constitutes a degree plan. Prospective candidates for a Master's degree must meet the following requirements:

1. Admission to graduate study
2. Completed application for candidacy filed with the Dean of the Graduate School after the completion of nine (9) but not more than twelve (12) semester hours of graduate study
3. A grade point average of 3.00 (on a 4.00 scale) on all work completed
4. Completion of all required school examinations and prerequisites.

## Graduate Assistantships

**IMPORTANT NOTE FOR INTERNATIONAL STUDENTS: All appropriate documents required to meet HSU's I-9 employment authorization verification requirements must be presented to the Human Resources office within three (3) days of signing a contract. Furthermore, no student may begin work until a valid Social Security card has been presented to Human Resources.**

Teaching, research, and service assistantships are available to qualified students. An assistantship permits a student to act as a departmental assistant with the principal function of enabling qualified students to continue their graduate work. The stipend for an assistantship is determined by the President of the university. Appointments may be terminated at any time for cause; for example, improper performance of duties or violation of accepted standards of behavior, or failure to maintain scholastic eligibility for graduate school. An assistantship can be awarded only to those students who qualify for full admission to graduate study and who also qualify for admission to the school governing the degree program.

Graduate assistants may receive a tuition waiver for up to twelve (12) hours for each semester that they are employed. The GA is eligible to receive a waiver for summer school tuition to equal the twelve (12) hours for one semester or twenty-four (24) hours for two semesters of employment.

- A graduate assistant who is employed for the Fall or Spring semester, and satisfactorily completes his or her terms of employment, receives a waiver for six (6) or nine (9) hours may then enroll in six (6) or three (3) hours — to equal a total of twelve (12) hours — during the Summer.
- A graduate assistant who is employed for both the Fall and Spring semesters, and satisfactorily completes his or her terms of employment, receives a waiver for six (6) or nine (9) hours in both semesters may enroll in twelve (12) or six (6) hours — to equal twenty-four (24) hours — during the Summer terms.

If a graduate assistant resigns or is dismissed from a position, no tuition waiver will be granted beyond the semester in which the student is employed.

Graduate Assistant tuition reimbursement applies ONLY to hours earned toward a student's degree requirements. At all times, the work of the graduate assistant must be under the supervision of the college/school to which he/she is assigned. Specific types of work of graduate assistants may include the following:

- Directing and evaluating laboratory work
- Preparing and evaluating tests
- Preparing bibliographical and other instructional materials
- Reading and evaluating themes and research papers
- Substitute teaching under supervision
- Actual teaching under supervision
- Gathering research data

- Monitoring examinations
- Supervising university facilities and activities
- Assisting business clients
- Performing other duties as assigned

A graduate assistant will successfully complete two graduate-level courses or their equivalence (a minimum of six hours) with a grade of C or better to maintain his or her graduate assistantship. Failure to do so will result in the loss of the assistantship. With extenuating circumstances, a student may appeal the loss of his or her assistantship to the Graduate Council. A graduate assistant will be responsible for approximately twenty (20) hours of work per week and for completion of the GA orientation sessions conducted by the Graduate School. A GA is assigned to a cohort group which acts as a support network for the GA. Service learning hours are strongly recommended. Additional responsibilities may be required by the college/school or department.

### **Steps for Applying for Assistantships**

Job descriptions and application forms for all assistantships are available in the Graduate School office. Students desiring to apply should consult the qualifications listed in each description.

A graduate student seeking a graduate assistantship must:

1. Be fully admitted to the HSU Graduate School. Students under conditional admission may not receive assistantships.
2. Complete an application for a graduate assistantship.
3. Submit the application for a graduate assistantship to the Graduate school who will copy to appropriate GA supervisor and/or department chair.

Following approval, the GA supervisor and/or department chair will submit the application to the respective school dean for approval and recommendation to the Dean of the Graduate School. The Dean of the Graduate School will make final recommendation to the Vice President for Academic Affairs who will forward recommendations to the President. The President of the university will approve or disapprove each application. Incomplete applications will be returned to the department chair.

University policy is to provide equal educational and employment opportunities services, and benefits to students and employees without regard to race, color, national origin, or sex, in accordance with Title VI of the Civil rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 Public Health Service Act, and Sections 503 and 504 of the Rehabilitation Act of 1973, where applicable.

## **Financial Aid/Scholarships**

Graduate students wishing to apply for financial aid should contact the HSU Financial Aid Office in Womack Hall, Room 203A or call 870-230-5148. Scholarships which provide limited financial assistance are also available. For information pertaining to availability and required criteria, please contact the HSU Foundation Office at 870-230-5347.

## **Scholarships**

**THE WILLIS B. INMAN SCHOLARSHIP** provides a limited award to a graduate student pursuing a Master's degree in Counseling.

**THE HUGH LOVETT MEMORIAL SCHOLARSHIP** provides a limited award to a graduate student pursuing a Master's degree in School Counseling.

**THE CARL AND LOUISE DURKEE SPECIAL EDUCATION SCHOLARSHIP ENDOWMENT** provides a limited award to a student pursuing certification in special education.

**THE LINUS AND IVA MORTON SPECIAL EDUCATION SCHOLARSHIP ENDOWMENT** provides a limited award to a student pursuing certification in special education.



## Graduation

Each student **must** make official application for graduation at the beginning of the academic semester during which he/she expects to complete requirements or at the beginning of summer school if the student expects to graduate in August. There is no graduation ceremony in August, but diplomas reflect the August date. August graduates participate in the December graduation ceremony. Beginning in Fall 2003, candidates are no longer required to be present at graduation. Your participation in the graduation ceremonies will be strictly voluntary.

August graduates requesting to participate in the May commencement are required to enroll and pay for all summer courses on the first day of Summer/Fall pre-registration. Tuition and fees in this circumstance are non-refundable. Any August graduate with two C's or I's on his or her transcript on the day of pre-registration is not eligible to participate in the May ceremony. An application for graduation may be obtained from the Graduate School office, second floor Womack Hall.

The application deadlines are as follows:

December graduation	October 1*
May graduation	March 1*
August graduation	June 15*

\*A late fee of \$25.00 will be charged for Graduate School graduation applications received after the deadline.\*

## **General Information**

### **Credits**

Graduate credit will be given only for courses at 5000 and/or 6000 levels.

### **Transfer Credit**

If students are enrolled in a degree program, graduate credit from approved institutions may be accepted, provided the courses transferred are appropriate to the student's curriculum, grades earned on such course(s) average "B", and the student's advisor approves the course(s) to be transferred. Graduate credit will not be granted for any course when the grade earned is below "C" or when the course has been graded on a credit/no credit basis. If the student wishes to transfer credit already earned before he/she enters the program at Henderson State University, the student must submit an official transcript at the time application is made. It will be evaluated, and the student will be notified concerning the acceptability of such credits.

If a student wishes to earn credits at another institution for transfer after he/she has been admitted, the student must secure a letter from the HSU Dean of the Graduate School to the dean of the institution which he/she selects, authorizing that student to enroll in courses for transfer to HSU. The student should obtain specific course approval from his/her advisor and the Dean of the Graduate School prior to enrollment. A student who fails to secure this authorization takes courses at other institutions at his/her own risk. The total number of credits which may be transferred to apply toward a degree is six (6) semester hours for a 36 hour degree and nine (9) semester hours for a 48 hour degree.

### **Correspondence Credit**

Credit earned in correspondence courses will not apply toward the Master's degree.

### **Seminar / Workshop Credit**

The university reserves the right to limit the number of credits which may be earned. Consideration will be given to the quality of the seminar and to the student's need for such work. Henderson workshops graded on a credit/no credit basis will not be counted toward degree credit. Seminar credit may be counted, but six (6) semester hours will be the maximum.

### **Off Campus Classes**

Graduate courses may be offered at an off campus site during the fall and spring semesters and in the summer sessions. Distance learning courses count as on-campus classes, if originating at HSU.

## **Graduate School Academic Policy**

Graduate students are required to earn a 3.00 cumulative grade point average before being admitted to candidacy as well as graduating from their graduate level program of study. Failing to earn this average on the minimum number of semester hours required for completion of the degree, the student may (re)take as many as six additional hours in an effort to accumulate a grade point average of 3.0. A student may not continue in a program with more than two (2) grades of "C" on his or her transcript; nor may a student continue in the program with a grade of "D" or "F". Courses in which a grade of "C" is earned may be repeated with permission of the course instructor and academic advisor. Courses in which a "D" or "F" is earned may be repeated only with permission of the course instructor, advisor, and departmental chair. *A student will be dismissed from the Graduate School if the student is denied permission to repeat a "D" or "F".*

A student will be placed on academic probation whenever his/her cumulative grade point average falls below 3.00. A student once placed on probation will have 12 credit hours to raise his/her cumulative grade point average to 3.00 or higher. If the cumulative grade point average has not been raised to 3.00 or higher after 12 credit hours, the student shall be suspended for one semester. Summer school is considered in the application of suspension from the university.

A student on academic probation who does not earn a 3.0 average by the completion of the semester shall be suspended for one semester. A student who has returned from probation following a period of academic suspension or who has been reinstated by the graduate level Admissions and Adjustments Committee must earn at least a 3.00 average each semester while on probation in order to continue as a student. If a student receives a second suspension for academic reasons, he/she will be dismissed from the Graduate School.

**MBA STUDENTS** admitted on condition may be dismissed from graduate school if a "B" is not earned in each graduate course in the first twelve (12) hours.

**NON-DEGREE STUDENTS** who do not meet the requirements for full or conditional admission to graduate school may be admitted in a non-degree status, but will be dismissed after completion of six (6) hours. The hours will not be counted for degree credit toward a Master's degree. This policy does not apply to senior citizens.

### **Incomplete Grades**

Each spring, a list of incomplete grades will be sent by the Dean of the Graduate School to all Deans and Department Chairs. If a student does not complete the work in one calendar year following the semester's end, the Dean will automatically issue the grade of "F" for the course(s). If a student needs an extension of time beyond the calendar year, he or she must obtain approval from the instructor of record for the courses and the program director. Program directors may request and provide justification for a specific extension of time from the Dean of the Graduate School.

### **Time Limit for Completion of Program**

All requirements for Master's degrees, except those in Counseling, must be met within six (6) calendar years after the beginning of the student's program, exclusive of any time spent in the armed forces of the United States. The Master's degrees in Counseling must be completed within eight (8) calendar years. Transfer credit presented to meet the requirements for the Master's degree at Henderson State University must have been earned within seven (7) years, nine (9) in the case of Counseling, prior to graduation. If for reasons beyond the student's control, he/she is unable to complete all requirements within the time limit allowed, he/she may apply to the Dean of the Graduate School for an extension of one year.

### **Graduate Student Advisors**

When a student is notified of his/her eligibility for admission to graduate study, he/she will be assigned an advisor by the Dean of the Graduate School. The chairperson may reassign the student to a member of the staff who is especially qualified to direct that student's graduate work. A Graduate Advisor's Handbook is provided to each advisor who is responsible for the following duties:

1. Helping the student plan a unified and balanced program of graduate work which is adapted to the student's particular interests, needs, abilities, and is directed toward the student's field of specialization.
2. Recommending the student for admission to candidacy for the degree after nine (9) and before twelve (12) hours of work.
3. Approving the application for graduation.
4. Discussing with the Dean of the Graduate School such matters as will contribute to the success of the student's program.

### **Teacher Licensure**

The university does not grant or issue teaching, counseling, or administrative licenses. Application must be made directly to the Division of Teacher Education and Licensure, Arkansas Department of Education. Application forms may be secured from the HSU Licensure Officer. Assistance is also available as to the logistics of planning for and applying for initial and additional license areas. No standard licenses are issued by the State Department without appropriate test scores, grade point averages, and official transcripts documenting requisite coursework.

### **Graduate Study Load**

The maximum load for a summer term is six (6) semester hours, or a total of twelve (12) hours for the entire summer session. The maximum load for a graduate student is twelve (12) semester hours each semester during the regular academic year. This twelve (12) hour maximum also applies to a student who is enrolled in graduate and undergraduate courses concurrently.

Note: Six (6) hours is considered full-time status for a graduate student during the fall and spring semesters; 3 hours is considered full-time status during summer terms. This does not apply to international students who are required to be enrolled in nine (9) hours during the fall and/or spring semesters.

A student may withdraw during the first two (2) weeks of the regular summer term or during the first six (6) weeks of a semester without penalty. If the course is taught in a compressed format, withdrawal dates may be adjusted. Failure to withdraw officially will result in the assignment of a grade of "F."

### **Thesis Requirement**

A thesis is optional for the MSE in all secondary education specialization fields. A student who elects to write a thesis must confer with the department chairperson concerning the nature of the topic, the selection of an appropriate major professor to direct the thesis, and the appointment of a thesis committee. The student should initiate such a conference as early in his/her program as possible. In the case of an MLA student, a Liberal Arts Project, or Thesis, must be successfully completed and may involve substantive research in the form of a thesis or other creative project, as decided by the student and his/her academic advisor.

Following admission to candidacy and completion of an appropriate introductory research course, the student should submit a thesis proposal to the Graduate School. The proposal must be filed at least three (3) months before the date set for the oral defense of the thesis. After the proposal and a version of the thesis have been accepted by the student's major professor, the thesis must be submitted for approval to the rest of the committee composed of two other graduate faculty members, one of whom may be from a department outside the student's major area of study. The committee members and the Graduate Dean must receive copies of the thesis at least three (3) weeks prior to the date of the oral defense. The defense, which is conducted by the committee chaired by the major professor, will occur no later than two (2) weeks before the date of graduation.

In preparing the thesis, the student should follow the instructions contained in Preparation of the Master's Thesis, available through the Office of the Graduate School.

The total number of thesis hours for which a student may enroll is six (6). A grade of "R" will be recorded on the student's transcript for the thesis hours at the end of the semester. The grade of "R" is not an evaluative measure but rather denotes continuing work on thesis hours. At the conclusion of the thesis process, the thesis committee chair will notify the Graduate Dean of the appropriate letter grade in order for the "R" to be changed.

The student should obtain approval of the advisor and the Dean of Graduate School prior to final printing of the thesis. A student who fails to obtain this approval does so at his/her own risk. Upon completion, one copy is required for the library, one copy for the student's major department, and one copy to the Graduate School.

More detailed guidelines concerning the thesis proposal, the preparation of the thesis, and the thesis approval process are available in the Graduate School or from graduate student advisors.

### **FEES**

The university reserves the right to change the amount of fees and the charge for on campus meals and housing or to add new charges at any time such action is deemed necessary. Current fee information is available from the Graduate School.

## **HOUSING INFORMATION**

During the regular academic year, fall and spring semesters, all residence halls are open to both undergraduate and graduate students. Graduate students wanting to stay on campus during the summer sessions should contact Whispering Oaks.

The Residence Life Office also provides listings of available facilities upon request. The Residence Life staff welcomes the opportunity to serve and encourages the student to apply early to be assured of reservations.

For more information, write to the Director of Residence Life, 1100 Henderson Street, Arkadelphia, Arkansas 71999 0001, or email [reslife@hsu.edu](mailto:reslife@hsu.edu).

### **Alpha Epsilon Lambda**

Alpha Epsilon Lambda is the national honor society for graduate students. The purpose is to promote academic excellence, leadership, and service among graduate students. The Alpha Delta Chapter of Alpha Epsilon Lambda was chartered at Henderson State University on April 15, 1998. Nominees are required to meet outstanding academic scholarship, community leadership and service learning standards and must be nominated by the graduate student's advisor. Two initiation ceremonies are held annually. The dean of the graduate school is the AEL Sponsor with officers elected annually.

### **Dismissal from The Graduate School**

A student may be dismissed from the Graduate School for the following infractions:

- A student is officially reported to the Graduate Dean for plagiarism or cheating
- A student receives two academic suspensions

A student who is admitted on **CONDITION** may be dismissed from the Graduate School if a 3.0 GPA is not maintained throughout all graduate work. A student who is not in good standing in one graduate program **is not eligible** to switch to another program.

# MASTER OF ARTS IN TEACHING (MAT)

## MISSION

The mission of the Master of Arts in Teaching (MAT) program is to provide essential pedagogical training for candidates who hold a baccalaureate degree in an academic discipline. This degree program provides such individuals with an avenue to enter the teaching profession as expeditiously as possible.

## PURPOSE

The Master of Arts in Teaching program at Henderson State University is a 2-year alternative route to teacher licensure. The program allows candidates to simultaneously obtain an advanced degree and a teaching license.

The MAT program, through its course structure and sequence, addresses the critical knowledge and skills for the methodology or techniques of teaching as well as focuses on the art of teaching. The program is designed to provide guidance and feedback on day-to-day activities or behaviors and to investigate effective strategies for change or resolution.

## GOALS

The overall goal of the MAT program is for individuals at the end of a two-year time period to achieve both teacher licensure and a master's degree. To meet this goal, the MAT degree program is field based and focuses on the competencies exhibited in the four domains and 22 criteria found in the Teacher Excellence and Support System (TESS)/Charlotte Danielson's *Framework for Teaching*. The MAT degree consists of accelerated professional development courses coupled with knowledge and experience gained from teaching in the public schools.

The MAT degree includes a curriculum focusing on the following areas of instruction:

- Basic principles of teaching
- Developmental growth and learning stages for birth-5 years, elementary, middle, and high school students
- Methods and procedures necessary for effective teaching
- Unique needs of children with exceptionalities
- Basic principles of applied research
- Integration of classroom technology across the curriculum
- Methods of teaching children with disabilities
- School law, Special education law, and professional dispositions
- Assessment procedures and practices
- Field experiences within the MAT teacher's own classroom

## LICENSURE AREAS

Candidates may be admitted to and complete a MAT program for elementary, middle level, secondary, or special education licensure upon verification that the candidate has a bachelor's degree. Middle level candidates will select two content areas from English Language Arts, science, math, or social studies for licensure. Secondary licensure may be obtained in one of the following content areas: Chemistry, computer science, drama, life science, mathematics,

mathematics/physics, physical science, physics, social studies, computer science, agriculture science and technology, business technology, family consumer science, industrial technology, marketing technology, and speech. Licensure areas for grades K-12 include art, drama/speech, foreign language, music, and physical education. Special education licensure can be obtained for early childhood Birth- Kindergarten or K-12.

### **GRADUATE ADMISSION GUIDELINES**

The HSU Graduate School will serve as the initial admission center for all prospective candidates. A student must have a Bachelor of Arts or a Bachelor of Science Degree from an accredited college or university verified with an official transcript. Along with the application to the Graduate School, a candidate should submit official transcripts from each institution attended.

Full admission is based upon the following requirements:

- 2.7 GPA cumulative OR  
3.0 average or above on the last 60 hours of undergraduate credit.

### **ADMISSION TO MAT PROGRAM**

The MAT Coordinator will facilitate the program admission process. The following items must be submitted to the MAT Coordinator:

- Official transcript showing the bachelors degree
- Letter of hire from the employing school district
- Passing scores on the Praxis Core and Praxis II content tests

Once a candidate is employed, a licensure application will be completed along with state and FBI background checks. A Child Maltreatment check is also performed. All candidates are required to attend summer MAT Orientation during which time an entrance interview will take place. The MAT interview panel is facilitated by the MAT Coordinator and composed of HSU faculty, public school administrators, and faculty.

### **PROGRAM OF STUDY**

The MAT program consists of four terms and one summer session emphasizing methodology, pedagogy, classroom management, human growth and development, and needs of exceptional children as well as other critical areas. Course design and curriculum development, reviewed by superintendents and principals from partnership schools, reflect current research on effective teaching and student learning. The Teacher Excellence and Support System (TESS)/Charlotte Danielson's *Framework for Teaching* serves as the basis for the evaluation process for the program. A trained, public school mentor, will be assigned to each candidate by the building principal where the MAT teacher is employed.

### **CURRICULUM OUTLINE FOR MAT DEGREE**

The MAT degree requires 36 hours of graduate course work. There is a 6-hour transfer limit for candidates who have taken similar courses at other institutions. Transfer credit is accepted at the discretion of the MAT Coordinator.



## **Elementary Education (K-6): Employment or Internship Required**

### Required Courses

EDU 6460	MAT Orientation (includes summer one-week training--must earn CR)
EDU 6383	Introduction to Teaching
EDU 5583	Classroom Management
EDE 6XX3	Advanced Elementary Methods I
EDE 6XX3	Advanced Elementary Methods II
EDU 6653	Assessment & Educational Measurement
EDU 6161	Field Experience I
SPE 5483	Characteristics of Children with Exceptional Needs
EDU 6663	Advanced Child & Adolescent Development
EDU 6813	Educational Law for Teachers
SPE 6103	Advanced Methods of Instructing Students with Mild/Moderate Disabilities
EDU 6162	Field Experience II
EDU 6163	Field Experience III
RDG 5303	Reading I: Classroom Reading Instruction
RDG 5313	Reading II: Classroom Reading Assessment

## **Middle Level Education (4-8): Employment or Internship Required**

### Required Courses

EDU 6460	MAT Orientation (includes summer one-week training--must earn CR)
EDU 6383	Introduction to Teaching
EDU 5583	Classroom Management
EDU 5313	Strategies/Teaching Middle School
EDU 6963	Technology & Curriculum
EDU 6653	Assessment & Educational Measurement
EDU 6161	Field Experience I
SPE 5483	Characteristics of Children with Exceptional Needs
EDU 6663	Advanced Child & Adolescent Development
EDU 6813	Educational Law for Teachers
SPE 6103	Advanced Methods of Instructing Students with Mild/Moderate Disabilities
EDU 6162	Field Experience II
EDU 6163	Field Experience III
RDG 5303	Reading I: Classroom Reading Instruction
RDG 5313	Reading II: Classroom Reading Assessment

## **Secondary Level Education (7-12): Employment or Internship Required**

### Required Courses

EDU 6460	MAT Orientation (includes summer one-week training--must earn CR)
EDU 6383	Introduction to Teaching
EDU 5583	Classroom Management
EDU 6483	Adv Instructional/Mgmt. Mthds or a Special Methods Course
EDU 6963	Technology and Curriculum

EDU 6653	Assessment & Educational Measurement
EDU 6161	Field Experience I
SPE 5483	Characteristics of Children with Exceptional Needs
EDU 6663	Advanced Child & Adolescent Development
EDU 6813	Educational Law for Teachers
SPE 6103	Advanced Methods of Instructing Students with Mild/Moderate Disabilities
EDU 6162	Field Experience II
EDU 6163	Field Experience III
RDG 5503	Reading in the Content Area

### **Early Childhood/Special Education (Birth-Kindergarten): Employment Required**

#### Required Courses

SPE 6353	Advanced Studies in Early Childhood Special Education
EDU 5573	Early Childhood Curriculum
SPE 6263	SPED 101 Academy
CED 6123	Early Socioemotional Developmental Play Therapy
SPE 6160	MAT Special Education Orientation and Practicum
SPE 6383	Early Childhood Behavior Management
SPE6443	Early Childhood Assessment & Programming
RDG 6153	Developmental Reading
SPE 6413	Practicum 1: Teaching Birth-5 Students with Disabilities
SPE 5213	Introduction to Autism Spectrum Disorder
RDG 6443	Diagnostic and Remedial Reading
SPE 6523	Early Childhood Advanced Methods of Instructing Students w/ Moderate to Severe & Profound Disabilities

### **Special Education (K-12): Employment Required**

#### Required Courses

SPE 5103	Advanced Methods of Instructing Students with Mild & Moderate Disabilities
EDU 6663	Advanced Child & Adolescent Development
SPE 6263	SPED 101 Academy
SPE 6313	Special Education Law
SPE 6160	MAT Special Education Orientation and Practicum
SPE 6323	Behavior Management
SPE 5403	Assessment & Programming
RDG 5303	Reading I: Classroom Reading Instruction
RDG 5313	Reading II: Classroom Reading Assessment
SPE 6603	Practicum 1: Teaching K-12 Students with Disabilities
SPE 5213	Introduction to Autism Spectrum Disorder
SPE 5393	Advanced Methods of Instructing Students with Moderate to Severe & Profound Disabilities
SPE 6653	Practicum 2: Teaching K-12 Students with Disabilities

## **DISMISSAL GUIDELINES**

Candidates may be dismissed from the program or graduate school for any of the following reasons:

- Not meeting GPA requirements
- Termination of employment
- Failure to score at required levels on Praxis exams

Candidates who are dismissed may file a written appeal with the graduate school (or the designated committee) who will consider appeals on a case-by-case basis.

## **EXIT GUIDELINES**

Candidates must meet all exit requirements for masters level programs as stated in the current HSU Graduate Catalog.

## **EXIT INTERVIEW**

MAT candidates are recommended for a standard teaching license upon completion of ALL requirements of the MAT degree, which include an exit interview. **The exit interview will include the presentation of the candidate's impact on teaching project.** The candidate will present an impact on teaching project as part of the exit interview. An interview committee composed of university faculty, school superintendent, principal, or faculty from the partnership schools will interview with each participant.

## **PRAXIS EXAMS**

**Praxis II PLT/Pedagogy must be passed in order to receive a course grade for the capstone course, EDU 6163 Field Experience III (elementary education, middle level, and secondary); SPE 6533 Practicum 2: Teaching Birth-5 Students with Disabilities (Birth-K) and SPE 6653 Practicum 2: Teaching K-12 Students with Disabilities (K-12). As a result, Praxis II PLT/Pedagogy must be passed prior to exit from the program and prior to the issuance of the degree.**

## MASTER OF BUSINESS ADMINISTRATION (MBA)

Admission to the MBA program is contingent upon the applicant having a bachelor's degree from an accredited institution with a grade performance indicating probable success at the graduate level. In addition, performance on the Graduate Management Admissions Test (GMAT) or the Graduate Record Exam (GRE) is used in evaluating an applicant.

The MBA program can be completed on a full time or part time basis; students may take course on the Arkadelphia or Hot Springs campuses or online.

### Full Admission

The following minimum criteria must be met in order to be considered for review for admission to the MBA program:

1. A 4 year bachelor's degree from an accredited institution.
2. Approval from the Dean of the Graduate School and the Dean of the School of Business.
3. A minimum undergraduate GPA of 2.70 **OR** 3.0 undergraduate GPA in the last 60 hours.
4. A minimum GMAT score of 400\* **OR** Minimum GRE score of 151 Verbal/140 Quantitative\*.
5. A minimum GPA/GMAT index of 1000 (formula: GPA x 200 plus GMAT score equals index).
6. A minimum TOEFL of 550 OR IELTS of 6.0 (International students only).

\* Students who have an undergraduate GPA which equals or exceeds 3.50 are exempted from taking the GMAT/GRE. If the GMAT/GRE is required, it must be taken (with the minimum score and index obtained) before enrolling in the **3rd** MBA course. For information on the GMAT or GRE, visit [www.mba.com](http://www.mba.com) or <http://www.ets.org/gre>.

### Undergraduate Prerequisites

Basic undergraduate preparation is a requirement for taking graduate courses leading to the MBA. To assist with this preparation, all incoming MBA students, regardless of undergraduate major, will participate in the MBA Boot Camp. The boot camp is a 2 hour course consisting of:

Topic	Online	Face-to-Face
Management, Marketing, and Leadership:	2 hours	3 hours
Data Science and Excel	3 hours	2.5 hours
Economics	2 hours	2 hours
Finance	8 hours	2 hours
Accounting	<u>10 hours</u>	<u>2 hours</u>
Total	25 hours	11.5 hours

**Total Expectation: 36.5 hours of seat time.**

### **Admission to Candidacy for MBA Degree**

A student may be admitted to candidacy for the MBA degree upon meeting the following requirements:

1. Students must apply for candidacy upon completion of nine (9) hours and prior to completion of twelve (12) hours with a grade point of 3.00 or better.
2. Completion of application form filed with the Dean of Graduate School.

### **The MBA Council**

In those cases where a student believes an exception to these stated policies is warranted, the student may request that the MBA Council for the School of Business grant such an exception. The Dean of the School of Business and the MBA Council, consisting of the MBA Director and the MBA faculty members, will review such cases on an individual basis. Only under extraordinary circumstances will an exception be made.

The Master of Business Administration program is accredited by AACSB International-The Association to Advance Collegiate Schools of Business.

The MBA degree provides a strong foundation of courses targeted to develop the students' entrepreneurial skills while preparing them for successful careers in business, government, and not-for-profit organizations. In addition, the curriculum is designed to prepare students for further advanced study. The general requirements and curriculum are listed below.

Each student in the program will work with the MBA Director to design a program which will meet degree requirements. It is the student's responsibility to maintain appropriate contact with the MBA Director so that satisfactory progress toward degree completion will be achieved.

### **General Requirements for the Degree**

The MBA degree is a thirty two (32) hour non thesis program for persons with an undergraduate degree from an accredited institution. No more than the first thirty six (36) hours of graduate credits will be used to determine the student's grade point average for graduation requirements.

A maximum of six (6) graduate hours may be transferred from another accredited college with the approval of the MBA Director. A student will be dropped from the program when it becomes apparent that he/she cannot meet graduation standards for the MBA degree. Upon receipt of a third "C", the student will be dismissed from the program.

### **Curriculum**

The MBA curriculum requires one preparatory course totaling two (2) hours of credit, eight core courses totaling twenty-four (24) hours of credit plus two elective courses totaling six (6) hours of credit. Within the current MBA curriculum, students may choose a general MBA or a MBA with a concentration in Accounting, or a concentration in Public Management.

Students who have completed a course for undergraduate credit at the 4000 level may not repeat the same course at the 5000 level for graduate credit. Students must select the two graduate business electives from the following areas: accounting, business information systems, economics, finance, general business, management or marketing.

**Courses required in the MBA Program:**

**HSU School of Business**

**MBA Concentrations**

<b>Dept</b>	<b>Course #</b>	<b>Course Title</b>	<b>MBA Bus Admin Concentration</b>	<b>MBA Accounting Concentration</b>	<b>MBA Public &amp; Nonprofit Management Concentration</b>
<b>CORE</b>					
ACC	6123	Accounting for Bus & Management	3	3	3
BIS	6253	Strategic Info Systems	3	3	3
ECO	6213	Eco Analysis for Mgr Decisions	3	3	
FIN	6113	Managerial Finance	3	3	3
GBU	6352	MBA Bootcamp	2	2	2
MGM	6123	Organizational Strategy	3	3	3
MKT	6063	Marketing Seminar	3	3	3
<b>CONCENTRATIONS</b>					
XXX	5000/6000	Adv Bus Elective	3		
XXX	5000/6000	Adv Bus Elective	3		
ACC	6263	Accounting Theory		3	
ACC	5253	Professional Accounting Certification		3	
ACC	5113	Advanced Auditing		3	
ACC	5173	Advanced Taxation		3	
ECO	6043	Public Sector Economics	3		6
ECO	6213	Eco Analysis for Mgr Decisions			
MGM	6183	Trends in Management	3		
MGM	5053	Non Profit Management			3
PSC	5063	Public Admin/ Public Mgmt			
<b>Public &amp; Nonprofit Management electives: Select 6 hours</b>					
ACC	5243	Not For Profit Accounting			6
MGM	5053	Non-Profit Management			
MGM	5003	Internship			
MGM	5063	Grant Writing and NP Funding			
MGM	5083	Public Budgeting and Finances			
MGM	6193	Policy Formulation & Implementation			
PSC	5063	Public Admin/ Public Mgmt			
PSC	5163	Public Policy			
PSC	5303	Research Methods			
<b>TOTAL HOURS for MBA Degree</b>			<b>32</b>	<b>32</b>	<b>32</b>

Graduate elective courses are offered during the fall, spring and summer semesters

# MASTER OF LIBERAL ARTS (MLA)

## Full Admission

For full admission to the MLA program, one should demonstrate qualifications through the following:

1. Official transcript of undergraduate work, evidencing a baccalaureate degree from an accredited institution and reflecting an overall undergraduate grade point average of at least 2.70 on a 4.0 scale.
2. A completed application for admission to the Graduate School.
3. A written essay responding to a designated topic or a writing sample of a formal, academic essay of at least eight pages.
4. An interview with the MLA Director.

## Conditional Admission

For conditional admission to the MLA program (when an applicant's grade point average does not meet the standard for full admission), one should submit an acceptable score (at least 500 on the verbal section and at least 4 on the written section) on the Graduate Record Examination General Test (GRE), in addition to the above items.

The Master of Liberal Arts degree is designed to cultivate an appreciation of cultural ideas and ideals such as truth, order, and beauty. The program focuses on the development of critical thinking, written and oral communication, and scholarly research. Before receiving an MLA degree, students must complete either a thesis or a project unless they are completing the Teaching English in the Two-Year College track.

The MLA degree is a thirty-six (36) hour program which offers students interdisciplinary courses of study especially developed for those who are motivated by intellectual curiosity and who are interested in exploring the liberal arts from a variety of perspectives. Students must maintain a 3.00 grade point average to remain in the program.

## General Requirements for the Degree

Required courses for Master of Liberal Arts (12 hours)

LA 6103	Truth, Order and Beauty: Ancient World to 1600
LA 6203	Truth, Order and Beauty: 1600 to Present
LA 6503/6513	Liberal Arts Project I & II
	or
LA 6543/6553	Liberal Arts Thesis I & II

## Major

Five (5) or six (6) courses or 15-18 hours are required to complete a major emphasis in the MLA Program. Emphasis may be completed in either Art History, Literature, Rhetoric and Composition, Philosophy, Rhetoric and Philosophy, Teaching English in the Two-Year College, or Social Sciences. Of these major courses at least one course, three (3) hours, must be designated as interdisciplinary (denoted by an asterisk in the course listings).

## **Minor**

Two or three courses are required to complete a minor and may be chosen from any non-major area. Of the minor courses, at least one course must be interdisciplinary.

**NOTES: Of these thirty-six hours, eighteen hours must be taken at the 6000 level.**

## **ART HISTORY**

(Courses applicable for MLA)

The following courses (12-15 hours) are required for the Art History emphasis:

- ART 5013 Art of the Non-Western World
- ART 5293 Contemporary Art\*
- ART 5783 History of Photography\*
- ART 6553 Readings in Art History\* (may be repeated once for credit)

Choice of one or two (3-6 hours) of the following studio areas (each will include scholarly research and an essay):

- ART 5093 Experimental and Contemporary Media  
Prerequisites: ART 1043, 1053, 1073 or permission of instructor
- ART 5743 Special Problems in Papermaking  
Prerequisites: ART 1043, 1053, 1073 or permission of instructor
- ART 6473 Special Problems in Ceramics  
Prerequisites: ART 3113 or permission of instructor
- ART 6483 Special Problems in Drawing  
Prerequisites: ART 2083 or permission of instructor
- ART 6493 Special Problems in Painting  
Prerequisites: ART 3123 or permission of instructor
- ART 6503 Special Problems in Printmaking  
Prerequisites: ART 4213 or permission of instructor
- ART 6563 Special Problems in Photography  
Prerequisites: ART 3443 or permission of instructor
- ART 6643 Special Problems in Sculpture  
Prerequisites: ART 4253 or permission of instructor
- ART 6693 Special Problems in Digital Design  
Prerequisites: ART 3363 or ART 4413 or permission of instructor—student must demonstrate the appropriate technical proficiency for projects proposed



Before being admitted to the studio selections in the program, the prospective candidate will present, for evaluation by the art faculty, examples of his or her work in the medium selected. If significant deficiencies are identified, the student will be required to complete preparatory work (undergraduate level) which will strengthen skills in the desired area and allow him or her to work on graduate level studio projects.

### **ENGLISH, RHETORIC and COMPOSITION, TEACHING ENGLISH IN THE TWO-YEAR COLLEGE, and PHILOSOPHY**

Students may pursue the MLA along one of five tracks within the Department of English, Foreign Languages, and Philosophy – English, Rhetoric and Composition, Philosophy, Rhetoric and Philosophy, or Teaching English in the Two-Year College. Students may not major in one of these areas and minor in another of them. Students seeking the MLA in “English, Rhetoric and Composition, and Philosophy” may not present hours for the minor requirements of the degree from English, Rhetoric and Composition, or Philosophy.

#### **Literature Track (Students will complete 5-6 courses from among the following.)**

ENG 5103	Shakespeare
ENG 5123	Renaissance Literature of England
ENG 5163	Modern Grammar
ENG 5173	Modern Drama
ENG 5323	Greek Drama*
ENG 5593	English Novel: 1830-1950
ENG 5653	Medieval Literature*
ENG 5673	English Novel to 1830*
ENG 5963	Special Topics
ENG 5193	Victorian Literature*
ENG 5203	English Romantic Literature*
ENG 5213	English and Its Development
ENG 5223	American Novel*
ENG 5303	Literature of the American South*
ENG 5353	Eighteenth Century English Literature*
ENG 5403	Topics in Women’s Literature*
ENG 5533	The Romantic Movement in American Literature
ENG 5583	International Short Story*
ENG 5603	Contemporary Literature*
ENG 5633	Introduction to Literary Criticism
ENG 6253	Problems in Interpretation*
ENG 6273	Seminar in American Literature*
ENG 6283	Seminar in English Literature*
ENG 6433	Seminar in Comparative Literature*

#### **Rhetoric and Composition Track (Students will complete 5-6 courses from among the following.)**

ENG 5163	Modern Grammar
ENG 5213	English and Its Development
ENG 5453	Advanced Composition*

ENG 5633 Introduction to Literary Criticism  
ENG 5643 Rhetoric and Composition  
ENG 5663 Introduction to Linguistics  
ENG 6493 Readings in Rhetoric and Composition+

**Philosophy Track (Students will complete 5-6 courses from among the following.)**

PHI 5003 Special Topics  
PHI 5043 Ancient Philosophy\*  
PHI 5053 Modern Philosophy\*  
PHI 5073 20th Century Philosophy\*  
PHI 5643 Rhetoric and Composition  
PHI 5663 Introduction to Linguistics  
PHI 6493 Readings in Philosophy\*+

**Rhetoric and Philosophy Track (Students will complete 5-6 courses from among the following.)**

ENG 5163 Modern Grammar  
ENG 5213 English and Its Development  
ENG 5453 Advanced Composition\*  
ENG 5633 Introduction to Literary Criticism  
ENG 5643 Rhetoric and Composition  
ENG 5663 Introduction to Linguistics  
ENG 6493 Readings in Rhetoric and Composition+  
PHI 5003 Special Topics  
PHI 5043 Ancient Philosophy\*  
PHI 5053 Modern Philosophy\*  
PHI 5073 20th Century Philosophy\*  
PHI 5643 Rhetoric and Composition  
PHI 5663 Introduction to Linguistics  
PHI 6493 Readings in Philosophy\*+

\* Designates a course that is interdisciplinary.

+Reading courses may be repeated once with the permission of the department head and the MLA director.

The following are cross-listed courses:

ENG 5643/PHI 5643 Rhetoric and Composition

ENG 5663/PHI 5663 Introduction to Linguistics

Students cannot take a cross-listed course for credit toward the degree under both prefixes. For example, if a student takes ENG 5643 Rhetoric and Composition for fulfillment of the major requirements for the MLA degree, that student cannot take PHI 5643 Rhetoric and Composition for credit.

**Teaching English in the Two-Year College (Students will complete the following required courses.)**

LA 6103	Truth, Order, and Beauty: Ancient World to 1600
LA 6203	Truth, Order, and Beauty: 1600 to Present
ENG 5163	Modern Grammar
ENG 5453	Advanced Composition
ENG 5643	Rhetoric and Composition
ENG 6283	Seminar in English Literature
ENG 6273	Seminar in American Literature
ENG 6433	Seminar in Comparative Literature
LA 6113	Teaching and Technologies in the Two-Year College
LA 6123	Internship
Electives	Two additional non-English graduate classes (6 hrs).

**SOCIAL SCIENCES**

(Courses applicable for MLA)

Students with a concentration in social sciences are required to complete one of the following three courses:

HIS 6573 Historiography and Bibliography

OR

HIS 6583 Research Seminar

OR

PSC 6183 Seminar in Politics

(When deciding which of the above courses he or she wishes to take, a student should select a course appropriate to his or her thesis/project area.)

The following is a list of Social Sciences courses from which a student may choose a major or minor MLA emphasis:

ANT	5053	World Cultures
ANT	5058	Readings in Anthropology*
ANT	6103	Anthropology of the Caddo Indians
ANT	6113	Archeology of the Caddo Indians
GEO	5043	Economic Geography*
HIS	5093	Vietnam and the United States
HIS	5213	The American West
HIS	5233	American Foreign Policy*
HIS	5263	Arkansas and the Southwest
HIS	5283	American Constitutional Development*
HIS	5293	The Old South
HIS	5313	History of American Labor
HIS	5333	American Women's History
HIS	5443	Medieval World
HIS	5603	Tudor and Stuart England

HIS	5623	Modern German History
HIS	5643	French Revolution and Napoleon*
HIS	5653	Modern Russian History
HIS	5683	Modern Middle East
HIS	5693	African History
HIS	5713	Social and Political Thought*
HIS	6563	Readings in History
HIS	6573	Historiography and Bibliography*
HIS	6583	Research Seminar*
PSC	5053	American Constitutional Development*
PSC	5073	Social and Political Thought*
PSC	5093	International Relations
PSC	5103	American Foreign Policy*
PSC	5163	Public Policy
PSC	5173	Civil Liberties
PSC	5233	Comparative Politics in the Middle East
PSC	5243	Comparative Politics in Africa
PSC	6183	Seminar in Politics*
PSC	6983	Special Topics
SOC	5063	World Cultures
SOC	5123	Seminar in Sociology
SOC	5183	Death and Dying

\*Interdisciplinary course

### MINOR COURSES

Any MLA emphasis-area course outside of the student's major can count toward the minor except for the stipulations in the English, Rhetoric and Composition, and Philosophy area. The following is a list of additional courses from which a student may select to complete minor MLA requirements:

COM	5133	Rhetorical Theory*
COM	5141	Individual Study*
MMC	5293	Creative Nonfiction*
MUS	6113	Music and Culture*
PSY	5353	Psychology in Literature*
THA	5443	History of Theater*

Other graduate courses and newly created graduate courses may apply toward MLA degree with the approval of the MLA director and the Dean of the Graduate School.

# MASTER OF SCIENCE IN SPORT ADMINISTRATION

Henderson State University offers a Master of Science in Sport Administration program that focuses on the business of athletics, from professional teams to youth leagues. The degree is a one or two year program of study. The program employs faculty and staff who have access to local and nationwide executives, sports industry leaders, corporate sports consultants and a broad range of other professionals in collegiate, professional and amateur sports administration.

Henderson State University provides a comprehensive learning experience for students looking to build a career in sports. With outstanding academic and athletic departments, a strong alumni network and elite networking opportunities, the Master of Science in Sport Administration program has quickly become regarded as one of the top graduate programs in its field.

The goals of the Sport Administration degree program are:

1. to develop the academic and professional competencies of the student.
2. to increase knowledge of the major literature in the field of Sport Administration.
3. to develop competencies for independent study in methods of inquiry through quantitative and qualitative research methods.
4. to increase knowledge of the subject matter content in the field of Sport Administration.

In keeping with the mission of Henderson State University and its Graduate School, the mission of the HPER Sport Administration Program is to be a leader in the overall development of students, as well as the creation and dissemination of knowledge in the broadly defined sport industry. We are committed to excellence in all aspects of research, teaching and service to the sport community.

## **Entrance Requirements:**

1. All prospective students must meet the Henderson State University Graduate Admissions requirements.
2. All prospective students to the MS in Sport Administration program will write a letter of application. In the letter, the candidates must state the reasons why they wish to pursue an advanced degree, provide a goal statement and detail all background and educational experience they have related to Sport Administration. Prospective students must provide two letters of recommendation. Letters of application will be reviewed by the Sport Administration Graduate Coordinator. Information should be mailed to:  
*Dr. Lynn Glover-Stanley, Sport Administration Graduate Coordinator, HPER Department, Box 7552, Arkadelphia, Arkansas 71999-0001.*

## **Course Requirements:**

### **FALL SEMESTER:**

HPR 6433 Marketing and Public Relations in Sports and Activity  
HPR 6513 Organizational Behavior and Leadership in Sport  
HPR 6713 Social Dimensions of Sport and Physical Activity  
HPR 6793 Research in Sport and Physical Activity

**SPRING SEMESTER:**

HPR 5773 Financing Sports and Leisure Activities  
HPR 6243 Ethical Decision Making in Sport Activity  
HPR 6543 Facility Planning and Management  
HPR 6683 Legal Aspects of Sport and Activity Management

**Summer I**

HPR 6360 Portfolio and Field Experience Seminar  
HPR 6396 Field Experience in Sport and Activity Management

**\*OR Summer II**

HPR 6373 Sport Event Planning and Fundraising  
HPR 6703 Sport Compliance

\*A graduate student can choose to take **HPR 6360 Portfolio and Field Experience Seminar** and **HPR 6396 Field Experience in Sport and Activity Management** OR the two elective classes **HPR 6373 Sport Event Planning and Fundraising** and **HPR 6703 Sport Compliance**.

**Exit Requirements**

All students will be required to purchase access to the TK20 program and prepare a comprehensive portfolio demonstrating their educational experience gathered in the MS in Sport Administration program. This comprehensive portfolio is to be submitted, using the TK20 program, at the conclusion of their course work. During a scheduled exit interview, the portfolio will reviewed by a committee of the graduate faculty in the Sport Administration program for determination of successful completion of the program.

# **MASTER OF SCIENCE IN DEVELOPMENTAL THERAPY**

## **Mission**

The mission of the Master of Science in Developmental Therapy is to prepare reflective and compassionate developmental therapists who are able to evaluate the needs of infants and toddlers with exceptionalities and plan appropriate interventions and instruction for the children and families that they serve. Moreover, faculty members involved in the developmental therapy program are committed to preparing professionals who meet or exceed the certification standards established by the Arkansas Department of Human Services (ADHS) Division of Developmental Disabilities Services (DDS).

## **Description of Purpose**

The Department of Advanced Instructional Studies and Educational Leadership, in consultation with the Special Education faculty, developmental therapy practitioners, and representatives from ADHS Arkansas Department of Human Services and DDS Division of Developmental Disabilities Services, developed the Master of Science in Developmental Therapy for individuals seeking a master's degree and certification as developmental therapists. The MS in Developmental Therapy includes the 15 hours of master's level courses required by ADHS for certification in developmental therapy and an additional 15 hours of courses in child development, behavior management, legal issues, early intervention issues, early intervention methods, and advisor approved electives. This program will not lead to a teaching license.

## **Developmental Therapy Program of Study**

Candidates who complete the Master of Science in Developmental Therapy are eligible for certification as developmental therapists through ADHS and DDS. This certification is required for those individuals who work with infants and toddlers with disabilities, ages birth through 3 years, who are receiving services in the First Connection Early Intervention Program. Henderson State University offers a Developmental Therapy Program of Study, which consists of 15 hours of graduate-level course work, including a three-hour early intervention practicum. In this program, candidates will demonstrate their ability to work and collaborate effectively with families, evaluate the needs of infants and toddlers, and design appropriate interventions and instruction. Candidates will also demonstrate their ability to implement designated interventions through the Individual Family Service Plan (IFSP/IEP or IPP), monitor and evaluate the individualized plan for effectiveness, and revise the plan when needed. Candidates will focus on the skills necessary to instruct and supervise others in implementing the IFSP/IEP/IPP.

## **Admission to Candidacy Requirements**

In addition to the admissions requirements to HSU's Graduate School, the Master of Science in Developmental Therapy also requires the following specific admission requirements:

1. Bachelor's degree in approved field. See advisor for details.
2. Current Resume
3. Initial formal interview with graduate special education faculty member.

Based on the results of this assessment process, an individualized degree plan will be formulated. This plan represents the necessary coursework for the candidate to develop the required competencies to become certified by ADHS and DDS as a Developmental Therapist.

**Manual with Arkansas Department of Human Services Division of Developmental Disabilities Services DDS Certification Standards for Early Intervention Services found:**

[http://www.sos.arkansas.gov/rulesRegs/Arkansas%20Register/2007/nov\\_2007/016.05.07-003.pdf](http://www.sos.arkansas.gov/rulesRegs/Arkansas%20Register/2007/nov_2007/016.05.07-003.pdf)

**Required Coursework for the Master of Science in Developmental Therapy**

*Courses required by ADHS and DDS for Developmental Therapy Certification are listed in italics.*

<i>CED 6123</i>	Early Socio-emotional Developmental Play Therapy
<i>SPE 6373</i>	ECH Advanced Methods of Instructing Children with Mild/Moderate Disabilities
<i>SPE 6313</i>	Special Education Law
<i>SPE 6323</i>	EC Behavior Management
<i>SPE 6353</i>	Advanced Studies in Early Childhood Special Education
<i>SPE 6523</i>	ECH Advanced Methods of Instructing Students with Severe to Profound Disabilities
<i>SPE 6443</i>	Early Childhood Assessment and Programming
<i>SPE 6413</i>	Practicum: Birth – 5 years
<i>SPE 6493</i>	Advanced Strategies in Early Intervention
<i>SPE 5213</i>	Introduction to Autism Spectrum Disorder

**Exit Criteria**

1. The candidate must meet all exit requirements for master level programs as stated in the current HSU Graduate Catalog.
2. A major component of the course *SPE 6413 Practicum: Birth – 5 years* is the Exit presentation. During the Exit presentation, the candidate will demonstrate that he or she possesses the appropriate knowledge, skills, and dispositions to effectively do the work of a developmental therapist.
3. An Exit Evaluation Committee will evaluate the candidate's Exit presentation using a scoring rubric.



## **MASTER OF SCIENCE IN EDUCATION IN SCHOOL COUNSELING & MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING**

The Department of Counselor Education at Henderson State University has two programs leading to graduate degrees in counseling. One program is the School Counseling Master of Science in Education (MSE). The programs are identical except for the Case Management and Internship course requirements. Students taking these courses receive special training related to their future aspirations as K – 12 school counselors. The second counseling program is the Clinical Mental Health Counseling Master of Science (MS). This program differs from the school counseling program with its emphasis on a clinical "mental health" approach that prepares the individual to work in the community and private sector.

Both the School Counseling track and Clinical Mental Health track are 60 semester hours. Students may participate in the program on a full time or part-time basis. The School Counseling program delivers the required coursework that students need to be eligible to be licensed as a school counselor by the Arkansas Department of Education. The Clinical Mental Health Counseling program prepares students with coursework that will facilitated state licensure by the Arkansas Board of Examiners. Once a student completes their academic course work, they must pass the National Counseling Exam and then make a formal application to the Arkansas Board of Examiners to complete the licensure process.

### **Counselor Education Mission**

Henderson State University is the Public Liberal Arts Comprehensive University of Arkansas. It serves the Arkansas consumer by providing higher education opportunities for its graduate and undergraduate students.

The Counselor Education program at Henderson is committed to offering studies in School Counseling and Clinical Mental Health Counseling leading to the personal growth of students and ultimately benefiting the diverse client groups they serve. The primary mission of the program is to select highly qualified and motivated students and prepare them to become effective professionals in counseling and related fields. Successful students learn how to apply theory, acquire a repertoire of helping skills, evaluate their personal attributes, and listen with the accuracy and empathy necessary to work with people on a personal level.

In consonance with Henderson's liberal arts mission statement, the Counselor Education program seeks to promote students' growth through the attainment of knowledge and the acquisition of necessary skills in a manner that will develop in each student the capability to think logically and critically, communicate effectively, and appreciate the complexity and diversity of world cultures.

### **ADMISSIONS POLICY**

A student seeking admission to a particular degree program must satisfy the general requirements of the Graduate School as well as any additional or more rigorous requirements set by the faculty of the graduate program to which the student seeks admission. Please thoroughly

read the "Admission to Graduate Study... General Provisions" of the Henderson State University Graduate Catalog.

### **Program Admission Procedures**

1. Contact the Graduate School or visit our website for an application packet for admission.
2. Submit to the Graduate School all application materials, including:
  - A. completed graduate school application form
  - B. official MAT, Praxis or GRE score report within the last five (5) years
  - C. a typed essay that reflects the applicant's rationale for pursuing a career in counseling and demonstrates an awareness of the following characteristics that are necessary for becoming an effective counselor:
    1. Ability to work well with others in a caring and authentic manner;
    2. Awareness of cultural issues in counseling and evidence of being non-judgmental;
    3. Possession of integrity and ethical conduct;
    4. Commitment to professional development.
  - D. Three appraisal/recommendation forms completed by
    1. Work supervisor or someone familiar with the student's work performance and ethics
    2. A faculty member in the applicant's most recent academic program of study
    3. Anyone who can attest to the applicant's ability and/or character, except that it may not be completed by anyone who is a relative of the applicant.
3. The Graduate School conducts a review of the applicants file. If the applicant qualifies for admission to the Graduate School, the completed file is forwarded to the Department Chair.
4. The Department of Counselor Education reviews the applicants file; evaluates and interviews all candidates; decides if the applicant meets program requirements and expectations; sets any conditions of admission and appoints an academic advisor.
5. The Graduate School is notified of the applicant's admission status and the assigned academic advisor.

### **Advisors**

Each first year full-time student has an assigned faculty advisor. It is the student's responsibility to meet a minimum of four times with the advisor during the first year of graduate study.

### **Program Admission Requirements**

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

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

Once admitted to Graduate School you must then submit the following items for admission to the counseling program.

1. Official report of a score, obtained within the last 5 years, on either the Miller analogies Test (MAT) or the Graduate Record Exam (GRE) or the Praxis Core if pursuing a degree For School Counseling
2. A typed essay that reflects the applicant's rationale for pursuing a career in counseling and demonstrates an awareness of the following characteristics that are necessary for becoming an effective counselor:
  - Ability to work well with others in a caring and authentic manner;
  - Awareness of cultural issues and of being non-judgmental;
  - Possession of integrity and ethical conduct;
  - Commitment to professional development.

The essay is divided into five basic sections, each one designed so that *the first few words of each segment are provided* to get you started in the correct direction. *Complete each segment* (typewritten) so that you feel the *intent of that item* has been covered.

- Item 1: My rationale for pursuing a career in counseling is best expressed as follows:
  - Item 2: My ability to work well with others in a caring and authentic manner is best expressed and demonstrated by:
  - Item 3: My awareness of cultural issues, and of the necessity of being non-judgmental, is best expressed and demonstrated by:
  - Item 4: My possession of integrity and ethical conduct is best expressed and demonstrated by:
  - Item 5: My commitment to professional development is best expressed and demonstrated by:
3. Three appraisal/recommendation forms (See attached link)
    - One completed by a work supervisor or someone familiar with the student's work performance and ethics.
    - One completed by a faculty member in the applicant's most recent academic program of study.

- The third form may be completed by anyone who can attest to the applicant's ability and/or character, except that it may not be completed by anyone who is a relative of the applicant.

If your recommendations are put on letter format, we still request that the number rating part of the recommendation form be filled out by those who you choose. ***It is recommended that you have persons who you use for recommendations place the completed recommendation in an envelope you provide, seal it, sign over the seal, and return the envelope to the applicant. Then you, as the applicant, return it to the Graduate School in person or by mail. This way you are certain that the recommendation has been completed.***

*Submit all of the above to the Graduate School.*

HENDERSON STATE UNIVERSITY  
GRADUATE SCHOOL  
HSU BOX 7802  
ARCADELPHIA, AR 71923

The Graduate School will forward these materials to the Department of Counselor Education. A live interview will then be scheduled following orientation with the faculty by the department secretary. The interview is part of the selection process. Upon successful completion of the interview, you will be assigned an advisor by the Chair of the Counselor Education Department and the completed file will be forwarded to the Graduate School.

Admission Criteria are as follows:

**Unconditional Admission Status – Must satisfy one of the following:**

- A minimum cumulative undergraduate grade point average of **2.85 (or 3.25 on the last 60 hours of undergraduate work)** and a raw score of at least **30** or **380** scaled score on the MAT or a minimum score of **286** on the combined verbal and quantitative sections of the GRE.
- A minimum cumulative undergraduate grade point average of **2.75 (or 3.25 on the last 60 hours of undergraduate work)** and a raw score of at least **35** or a **388** Scaled Score on the MAT or a minimum score of **287** on the combined verbal and quantitative sections of the GRE.

**Conditional Admission Status – Must satisfy at least one of the following:**

- A minimum cumulative undergraduate grade point average of **2.65** and a raw score of at least **30** or a **Standard Score of 380** on the MAT or a minimum score of **286** on the combined verbal and quantitative sections of the GRE.
- A minimum cumulative undergraduate grade point average of **2.50** and a raw score of at least **33** or a **standard score of 388** on the MAT or a minimum score of **287** on the combined verbal and quantitative sections of the GRE.
- Unconditional admission to the counseling program, a raw score of at least 30 or a standard score of 383 on the MAT or a minimum score of 287 on the combined verbal

and quantitative sections of the GRE, and a minimum cumulative graduate grade point average 3.0 on 12 or more semester hours with no more than one course with a grade of "C."

- d. Information on Millers Analogy Test (MAT) or the Graduate Record Examination can be found at <http://www.hsu.edu/testing>.
- e. *Passing Scores for Praxis are Core Reading 156; Core Writing 162; Core Math 150.*

### **Eligibility to Continue in the Counseling Program**

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

### **Program Retention Checkpoints**

Admission into the Department of Counselor Education does not guarantee graduation. Success in academic coursework is only one component of becoming a successful counseling student. The following nonacademic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum or internship settings: one (1) personal concerns or psychopathology, two (2) interpersonal relationship issues and three (3) personal attitudes or value systems that conflict with effective counseling relationships.

### **Student Remediation/Dismissal Policy.**

Each semester counselor education faculty will identify any students in their classes whom they think need special consideration by rating those students using the Personal Characteristics Evaluation Form. This form will be filed with the chairperson of counselor education. When a problem is identified (a rating below 3 on any of the criteria) the following three steps outline the monitoring and dismissal process:

- a. The student is presented in writing with a copy of the Personal Characteristics Evaluation Form and the professor's comments. A copy of the form is also presented to the counselor education department chair and forwarded to the evaluating faculty member, the student's advisor and the department chair for discussion. After the review process, the student and faculty advisor will meet to discuss the evaluation form and any recommended remediation deemed appropriate.
- b. If a student receives more than one "problem" rating (from two or more faculty) during any one semester or receives a form from more than one professor over any two semester time frame, the department chair of counselor education will be informed and the student will meet with his or her faculty advisor and a review committee to discuss remediation or possible reconsideration of his or her continuation in the counselor education program. A copy of the evaluation scale and any action taken will be given to the student and placed in his or her file.
- c. If a student receives three or more problem ratings during one semester, copies of the evaluation will be forwarded to the department chairperson and the student will then be required to meet with his or her advisor, the evaluating faculty member and the department for discussion and possible remediation/discontinuation in the counseling

program. If this committee determines that the student's performance is inappropriate to the counseling field, and that such behaviors would be detrimental in working with others, the student will be denied continuance in the counselor education program.

If deemed appropriate by the program faculty, the following suggested remedial procedures could be required of the student:

- 1) Personal therapy
- 2) Group growth experiences
- 3) Self-structured behavioral change
- 4) Additional field experience
- 5) Additional course work
- 6) Other as seen necessary by the Program Faculty

### **DISMISSAL POLICY**

Dismissal of a master's student will be subject to the following:

1. Dismissal criteria established by the Office of Graduate Studies.
2. Dismissal from the program occurs if any one of the following conditions exist:
  - A. three (3) final grades lower than 3.0 (B) OR
  - B. cumulative GPA falls below a 3.0 (B) GPA

Admission into the Department of Counselor Education does not guarantee graduation. Success in academic coursework is only one component of becoming a successful counseling student. The following nonacademic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, Practicum or Internship, settings:

1. Personal concerns or psychopathology
2. Interpersonal relationship issues
3. Personal attitudes or value systems that conflict with effective counseling relationships

### **Appeals Process Policy**

The purpose of the appeal process is to secure, at the lowest possible level, an equitable solution to counselor education student issues with the Department of Counselor Education. Relevant issues include interpretation and execution of departmental policy, course offerings, grading, and other policy determined relevant by the Department Chair. It is desired that appeals be kept as informal as possible at each level of the appeals process. Appeals beyond the classroom professor will be considered solely on written appeal and any pertinent documents presented initially to the classroom professor.

**Level 1:** If the student has an issue with an assigned grade, the student will first contact the faculty member issuing the grade for an explanation or change in the grade. Please keep in mind that the faculty member has the authority and responsibility to determine the grade. In general, any issue the student has should first be discussed with the relevant departmental member. The student will explain the reasons for the appeal, and the appropriate department member will explain the reason(s) and basis for his or her decision.

**Level 2:** If the matter is not resolved to the student's satisfaction and the student wishes to pursue the matter further, the student must present the appeal in writing within five working days to the Counselor Education Department Chair. The appeal must be in writing, must fully state the student's position and argument, and must state specifically that this appeal process is being invoked. All appeals must be signed by the student. The Counselor Education Chair will respond within ten working days as to the decision and the reasons for that decision.

**Level 3:** If the student is not satisfied with the disposition of the appeal at Level 2, or if no decision has been rendered within ten working days after the presentation of the written appeal, the student must file a written appeal within five working days to the Dean of Teachers College, Henderson. The decision of the Dean will be communicated to the student in writing within ten working days stating both the decision and the reasons.

**Level 4:** If the student is not satisfied with the disposition of the appeal at Level 3, or if no decision has been rendered within the prescribed ten working days after the appeal, the student may file a written appeal within five working days with the Academic Vice President, who is the Chief Academic Officer of the University. The Vice President for Academic Affairs will communicate the decision to the student in writing within ten working days and the decision of the Vice President will be final and binding on all parties.

For complete information concerning the Appeal Process, consult the current HSU Graduate Catalog. The HSU Graduate Catalog can be obtained free of charge from the HSU Office of Graduate Studies.

### **Semi-Annual Review**

In addition to the academic standards for continuing enrollment, all students admitted to the Counseling Program will be subject to semi-annual review by the Program Faculty. This semi-annual review will be conducted by the Program Faculty during the fall and spring semesters. At this review, the Program Faculty will assess current evidence of each student's personal and interpersonal qualities deemed essential for effective counseling practice. The Program Faculty assesses overall quality of academic performance. Any student having earned more than one grade of "C" will come under scrutiny. The outcome of each review will be used for unrestricted continuation in the program; approval for continuation in the program with specified contingencies; suspension from the program with specified contingencies for readmission or removal from the program. This review is documented using the Professional Counseling Performance Evaluation (PCPE). A copy of the PCPE is in Appendix A.

### **Admission to Candidacy Policy**

Students who have attained Unconditional Status and completed nine (9) to twelve (12) hours of required courses in the Counseling Program must file for candidacy status in compliance with the Graduate School policy.

### **Eligibility for Comprehensive Examination Policy**

The following criteria must be met in order to take comprehensive exam:

- an overall graduate grade point average of 3.00

- have earned a cumulative grade point average of at least 3.00 on all courses completed in the counseling program
- are enrolled for their final period of study
- completed all required coursework prerequisite to the practicum will be eligible to sit for the comprehensive examination

### **Approval to Register for Clinical Courses Policy**

Eligibility to enroll in Practicum is subject to approval of the students' academic advisor and the Clinical Director. To obtain this approval, a student must have successfully completed all prerequisites. Eligibility to enroll in Internship is contingent on a grade of "B" or better in Counseling Practicum, passage of comprehensive exam and an internship application must be submitted by the due date to the Clinical Director and a satisfactory rating on the Hanna Rubric (see Clinical Handbook).

### **Internship Application Deadlines:**

- Fall March 15th
- Spring July 15th
- Summer November 15th

### **Eligibility for Graduation Policy**

The following criteria must be in order to receive a Master degree:

1. Earn a grade point average of 3.00 on these courses
2. Complete all courses required for the Counseling Program
3. Pass the comprehensive examination
4. School Counseling candidates must pass the Praxis II in School Counseling

### **Application for Graduation Policy**

Due Date - The student will pick up the form in the Graduate School Office, Womack 210A or locate it on the webpage. Graduation Application Due Dates:

- May - due March 1st
- August - due June 15th
- December - due October 1st

## **CURRICULUM**

### **A. Required Courses for ALL COUNSELING MAJORS (42 Semester Hrs.)**

	CED 5033 Marriage Counseling and Family Systems
Available online	CED 5723 Assessment in Counseling
	CED 5713 Advanced Human Development
Available Online	CED 6043 Psychopathology
	CED 6733 Theories in Counseling
	CED 6743 Group Procedures
Available Online	CED 6953 Social & Cultural Foundations in Counseling
	CED 5753 Group Testing
Available Online	CED 6753 Career Counseling
	CED 6093 Pre Practicum



	CED 6673 Practicum
Available Online	CED 6923 Counseling Ethics
Available Online	CED 6683 Psychopharmacology
Available Online	CED 6583 Counseling & Substance Abuse

**B. Additional Requirements for School Counseling Majors (15 Semester Hours)**

Available Online	CED 6023 Professional School Counseling
Available Online	CED 6773 Case Management: School
	CED 6803 Counseling Internship: Elementary School (3 hours)
	CED 6813 Counseling Internship: Secondary School (3 Hours)
	CED 6063 Counseling Children and Adolescents/Intro to Play Therapy

**C. Additional Requirements for Clinical Mental Health Counseling (12 Semester Hours)**

Partial Online	CED 6013 Professional Clinical Mental Health Counseling
Available Online	CED 6793 Case Management: Clinical Mental Health Counseling
	CED 6826 Counseling Internship: Clinical Mental Health Counseling

**Directed Elective Courses: (see listing below)**

*Clinical Mental Health must choose 2*  
*School Counseling must choose 1*

**COUNSELING ELECTIVE COURSES:**

Available Online	CED 5653 Family Counseling and Parent Education.
	CED 6053 Special Problems in Counselor Education
	CED 6633 Counseling Supervision
Available Online	CED 6643 Sex Counseling
	CED 6913 Advanced Counseling Techniques
	CED 6983 Seminar in Counseling

**PREREQUISITE ORDER:**

1. CED 6013 Professional Clinical Mental Health Counseling or CED 6023 Professional School Counseling
2. CED 6733 Theories of Counseling
3. CED 6093 Pre Practicum
4. CED 6743 Group Procedures
5. CED 6673 Practicum
6. Internship
  - a. CED 6803 Counseling Internship: Elementary School
  - b. CED 6813 Counseling Internship: Secondary School
  - c. CED 6823 Counseling Internship: Clinical Mental Health Counseling

# **MASTER OF SCIENCE IN EDUCATION IN SPECIAL EDUCATION K-12**

## **Our Mission**

The mission of the Master of Science in Education in Special Education is to prepare reflective and compassionate teachers to instruct students with exceptionalities in grades kindergarten through 12. This program exists to develop well-informed educators who understand the educational needs of students with exceptionalities, command 21st century pedagogical skills, use varied and appropriate technology to communicate effectively with students with exceptionalities, value the differences their students bring to the classroom, and adhere to and model the high moral and ethical professional standards of the Council for Exceptional Children (CEC).

## **Description**

Henderson State University's Master of Science in Education in Special Education is Nationally Recognized by the CEC and provides a course of study that enables teachers to add an Arkansas Special Education (K-12) Teaching License. The major goals of the MSE in Special Education are aligned to the CEC Initial Level Special Educator Preparation Standards. Upon completion of the program, graduate candidates are expected to demonstrate the knowledge, skills, and dispositions delineated in the following standards:

### **CEC Initial Level Special Educator Preparation Standards 2012**

- 1.0 Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

- 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Council for Exceptional Children. (2012). *Initial level special educator preparation standards*.

Retrieved from

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

### **Special Education Vision**

We strongly believe that every student with an exceptionality has the legal and moral right to be educated by professionals who value individual uniqueness and will provide the student with instruction that leads to his or her maximum potential to become a valued and productive member of his or her school and community. This vision requires individualized learning experiences and instructional efforts that span many contexts, from the home environment to a variety of school, and community settings. Thus, all educators who instruct individuals with exceptionalities, not just special education teachers, must be knowledgeable professionals, who possess sound pedagogical skills, and who are willing and able to instruct individuals with exceptionalities in a compassionate manner. There is a shared expectation among the special education faculty members that all special education candidates will adhere to the CEC's Special Education Professional Ethical Principles.

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
8. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
9. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
10. Engaging in the improvement of the profession through active participation in professional organizations.
11. Participating in the growth and dissemination of professional knowledge and skills.

Council for Exceptional Children. (2010). *Special education professional ethical principles*. Retrieved from <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

### **Admission to Candidacy Requirements**

In addition to the admissions requirements to HSU's Graduate School (see Admissions to Graduate Studies in this catalog) the Master of Science in Education in Special Education requires the following:

1. Evidence of the possession of a standard Arkansas teaching license.
2. Current resume
3. Signed Release of Information Form
4. Initial formal interview with a special education faculty member. After the interview, the candidate, in consultation with the advisor, will submit a degree plan to the graduate office.

### **Required Coursework for an MSE in Special Education (K-12)**

The MSE in Special Education requires 30 hours graduate course work. There is a 6 hour transfer limit for candidates who have taken similar courses at other institutions. Transfer credit is accepted at the discretion of special education faculty advisors.

#### Required Courses:

EDU 6413	Introduction to Research
SPE 5403	Assessment and Programming
SPE 6313	Special Education Law
SPE 6323	Behavior Management
SPE 5103	Advanced Methods of Instructing Students with Mild/Moderate Disabilities
SPE 5393	Advanced Methods of Instructing Students with Severe to Profound Disabilities
SPE 5213	Introduction to Autism Spectrum Disorder
SPE 6423	Practicum for Teaching Students with Disabilities K-6
SPE 6433	Practicum for Teaching Students with Disabilities 7-12
SPE 6273	Research Problems

## **Exit Requirements**

In addition to the satisfactory completion of the program of study, candidates must meet the following exit requirements to obtain a Master of Science in Education in Special Education.

1. The candidate must pass the state required Praxis II test for Special Education Licensure.
2. Candidates will successfully demonstrate performances that align with current CEC standards and the CEC Code of Ethics during an Exit presentation. A committee of special education faculty members will assess the candidate's performance on the Exit presentation.

# MASTER OF SCIENCE IN EDUCATION IN ADVANCED INSTRUCTIONAL STUDIES

## **Mission**

The mission of the Master of Education in Advanced Instructional Studies is to enable teachers to develop expertise in specific content areas, to model effective 21st Century pedagogical skills, to use varied and appropriate media to communicate effectively with diverse audiences, and to promote high moral and ethical professional standards and dispositions.

## **Description**

The program consists of 36 credit hours. Half of the courses (18 hours) come from the AIS Core. The remaining 18 hours come from the candidate's area of specialization. Specialization areas include:

Early Childhood Education  
English  
English as a Second Language  
Dyslexia Therapy  
Instructional Facilitator  
Interdisciplinary Studies  
Mathematics  
Physical Education

Field experiences and educational research are integral components of this degree. Candidates must work with students in the role of a teacher in order to complete field experience assignments that are required in selected courses. Introduction to Research and Action Research Practicum provide candidates with the background to understand, interpret, and conduct research that will have a positive impact on student learning.

## **Admission Policy and Procedures**

Candidates must first be admitted to the Graduate School. The following items are required for admission into the Graduate School:

1. A bachelor's degree from an accredited institution.
2. Possession of a standard teacher's license.
3. An overall undergraduate grade point average of 2.70 (2.50 conditional).
4. Current resume
5. Submission of the following to the Dean of the Graduate School:
  - completed application and immunization form with \$25 non-refundable fee
  - official transcripts from all universities attended

More detailed information on this process can be found in this catalog under Admissions to Graduate Study.

Second, candidates must be admitted into the Master of Science in Education in Advanced Instructional Studies program. After completing 9 to 12 hours of course work, candidates will be interviewed by two educators. Candidates who recently completed a BSE from Henderson may

use their Exit interview results in place of the admissions interview. After the interview, the candidates, in consultation with their advisor, will submit a degree plan to the graduate office.

## **Curriculum Outline**

### **AIS Core (18 hours)**

EDU 6413	Introduction to Research
EDU 6633	Curriculum Construction K – 12
SPE 5103	Adv. Methods of Instructing Students with Mild/Moderate Disabilities
EDU 6813	Educational Law for Teachers*
EDU 6663	Advanced Child/Adolescent Growth and Development
EDU 6553	Action Research Practicum

\*The MSE in Advanced Instructional Studies requires 3 graduate hours of educational law. With advisor approval, candidates may substitute EDL 6453, HPR 6683, or SPE 6313 for EDU 6813.

### **Electives**

Depending on their area of specialization, candidates may take one or two electives to complete a program of study. Electives must be selected from graduate level courses only. Options for electives may come from many Teachers College courses that begin with the following prefixes: CED, EDL, EDE, EDU, HPR, RDG, or SPE. However, other course options from outside Teachers College may be considered. All electives must be approved by the candidate's academic advisor.

## **Specialty Requirements**

### **Dyslexia Therapy**

The specialty in Dyslexia Therapy is designed to enable licensed teachers in Arkansas to obtain the knowledge and competencies to effectively serve students needing dyslexia intervention and meet the state's licensure requirements for dyslexia therapists. The specialty will involve both special education and reading/literacy graduate level courses.

#### **Courses required for the Dyslexia Therapy specialty:**

RDG 6443 Diagnostic and Remedial Reading  
RDG 6133 Advanced Language Arts  
SPE 5403 Assessment and Programming  
RDG 6493 Dyslexia Intervention Practicum  
Six hours of advisor approved electives required.

Candidates who only desire licensure in Dyslexia Therapy without obtaining a master's degree may do so by taking the following five courses and passing the Praxis II test required by the state of Arkansas.

RDG 6443 Diagnostic and Remedial Reading  
RDG 6133 Advanced Language Arts

SPE 5103 Advanced Methods of Instructing Students with Mild/Moderate Disabilities (included in AIS Core)

SPE 6163 Special Education Law (included in AIS Core)

RDG 6493 Dyslexia Intervention Practicum

### **Early Childhood Education (Ages 3 – 4)**

The specialty in Early Childhood Education is designed to provide Elementary Education K-6 licensed teachers with the knowledge, competencies, and field experiences necessary to effectively serve the educational needs of 3 and 4 year-old students.

3-4 Endorsement Requirements. To add an Age 3-4 Endorsement, candidates must successfully complete the specialty courses (or their undergraduate equivalents) and pass the required Praxis II Test. The 3-4 Endorsement is available to candidates possessing an Elementary Education K-6 license.

Courses required for the **Early Childhood Education (Ages 3 – 4) specialty:**

SPE 6353 Advanced Studies in Early Childhood Special Education

EDU 6303 School and Community Relations

RDG 6153 Developmental Reading

EDE 5573 Early Childhood Curriculum

EDE 6703 Practicum Early Childhood

Three hours of advisor approved electives required.

### **English**

The specialty in English consists of 18 hours and provides advanced professional instruction in the literature of the Western tradition and in the English language. The program is designed to prepare the candidate for teaching at the college level or for pursuit of doctoral study in English. More specifically, the program is structured to ensure that the candidate has the opportunity to develop the following:

- A broad knowledge of English, American, and world literary history;
- The interpretative and evaluative skills necessary for a relatively sophisticated understanding and appreciation of literary texts as works of art;
- The knowledge and skill necessary to conduct critical research and articulate the results of such research in appropriate form;
- The pedagogical skills necessary to communicate mastery of language and literature effectively.

Candidates in this specialty will have advisors from the Department of Advanced Instructional Studies and Educational Leadership and the Department of English, Foreign Languages, and Philosophy.



### **English as a Second Language**

The specialty in English as a Second Language (ESL) is designed to provide candidates with the knowledge, skills, and dispositions needed to effectively teach students whose first language is not English.

ESL Endorsement Requirements. Candidates who successfully complete the following courses or their undergraduate equivalent and pass the required Praxis II Test are eligible for an Arkansas Teaching Endorsement in English as a Second Language.

Courses required for the **ESL specialty**:

EDU 5483 Acquisition of English as a Second Language  
EDU 5533 Methods and Materials for Teaching Limited English Proficient Students  
EDU 5543 Teaching People of Other Cultures  
EDU 5603 Second Language Assessment

Six hours of advisor approved electives required.

### **Instructional Facilitator**

The specialty in Instructional Facilitator is designed to prepare quality teachers to oversee the process of instruction in their buildings in the areas of literacy, math, and science.

Courses required for the **Instructional Facilitator specialty**:

EDL 6213 Organizational Leadership  
EDL 6223 Supervision and Educational Leadership  
EDL 6623 Curriculum Strategies for Instructional Leaders  
EDL 6633 Curriculum Alignment and Assessment  
EDL 6693 Technology for School Leaders

Three hours of advisor approved electives required.

### **Interdisciplinary Studies**

The specialty in Interdisciplinary Studies involves an individualized plan of study that the candidate and the candidate's advisor construct. Contact the Coordinator of the Master of Education in Advanced Instructional Studies for information on this specialty.

### **Mathematics**

The specialty in Mathematics consists of 18 hours and is designed for secondary mathematics teachers who wish to expand their mathematics knowledge and/or teach mathematics at the college level. Candidates in this specialty will have advisors from the Department of Advanced Instructional Studies and Educational Leadership and the Department of Mathematics and Computer Science.

### **Physical Education**

The specialty in Physical Education consists of 18 hours and is designed for physical education teachers who wish to expand their knowledge of physical education, wellness, and leisure or to teach physical education at the college level. Candidates in this specialty will have advisors from the Department of Advanced Instructional Studies and Health, Physical Education, Recreation, and Athletic Training.

HPR 6683 Legal Aspects of Sports and Leisure Activity Management\*

HPR 6543 Facility Planning and Management

HPR 6373 Sport Event Planning and Fundraising

HPR 6513 Organizational Behavior and Leadership in Sport

Nine hours of advisor approved electives are required. Six of the hours must be HPR courses.

\*HPR 6683 will replace EDU 6813 from the AIS Core.

**Exit Guidelines:**

1. The candidate must meet all exit requirements for master level programs as stated in the current HSU Graduate Catalog.
2. During the course, EDU 6553 Action Research Practicum, the candidate, in consultation with the course instructor, selects an appropriate topic for an action research project. The final copy of the project will be maintained in the department for a minimum of three years.
3. A major component of the course EDU 6553 Action Research Practicum is the Exit presentation. During the Exit, the candidate will demonstrate active involvement as an educational professional. The Exit will not take place until the Action Research Practicum instructor has approved the candidate's action research project report.
4. An Exit Evaluation Committee will evaluate the candidate's presentation using a scoring rubric. The committee will be composed of two to four members of the graduate faculty and/or licensed educators. The candidate's faculty advisor will serve as the committee chair. During the Exit, the candidate will demonstrate competency in meeting the rubric standards with the aid of artifacts and a digital presentation.
5. The faculty advisor will notify the candidate by a letter or e-mail indicating successful or non-successful completion of the program of study. A copy of the letter or e-mail will be sent to the Graduate School.

# **MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL LEADERSHIP**

The Educational Leadership Program offers Master of Science in Education (M.S.E.) and Educational Specialist (Ed.S.) degrees as well as programs of study for building level and district level administrative licenses. The EDL programs at Henderson State University prepare graduate students for educational administration positions.

The programs are driven by standards and research delivered through courses aligned to the Professional Standards for Educational Leaders (PSEL) formerly known as ISLLC standards, the National Educational Leadership Preparation Standards (NELP) formerly known as (ELCC) standards, and the International Society for Technology in Education (ISTE). Students gain knowledge, skills, and dispositions necessary to be productive and successful school leaders.

## **Mission Statement:**

The HSU Educational Leadership MSE program prepares candidates for P-12 building level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader's skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

The Educational Leadership Program supports the Teachers College mission by focusing on communication, professionalism, knowledge and best practices. The program also focuses on the following dispositions:

1. Valuing diversity
2. Fairness to all
3. Having a sense of efficacy
4. Being reflective learners
5. Emphasizing professionalism

## **How the Online Educational Leadership Program Works**

Courses meet online. Instruction, lectures, and student presentations are delivered using web conferencing. A course management system is utilized for continual communication with professor and class colleagues and for management of assignments. Synchronous online class meetings are scheduled each semester and attendance is mandatory.

## **ONLINE DEGREES AND PROGRAMS OF STUDY**

### **Master of Science in Education in Educational Leadership**

**MSE-Master of Science in Education (Building Level Administrator)-Online**

### **Programs of Study-(Candidate must have master's degree)**

**Program of Study for Building Level Administrator License**

**Program of Study for Curriculum Specialist License**

**Program of Study for Special Education Supervisor License**

## **Program of Study for District Level Administrator License**

### **Instructional Facilitator Endorsement**

### **MSE-Master of Science in Education in Technology Leadership**

### **Ed.S.-Educational Specialist (Candidates must have master's degree)**

**Ed.S. Educational Leadership-Superintendent**

**Ed.S. Curriculum Leadership- Curriculum Specialist**

### **Master of Science in Education-ONLINE**

The HSU Master of Science in Education (M.S.E.) in educational leadership and technology as well as building level leader and curriculum program administrator programs of study, through continuous commitment to exemplary teaching, leadership, research and service, produce effective educational leaders dedicated to education and outstanding candidate performance. Academic standards are evident in each program component and highly qualified professors of educational leadership facilitate the learning process.

### **Admission policy and procedures**

The following are required for admission:

1. A bachelor's degree from an accredited institution.
2. Possession of a current teacher's license.
3. An overall undergraduate grade point average of 2.70 (2.50 conditional)
4. Submission of the following to the Dean of the Graduate School:
  - completed application
  - immunization form
  - \$25 non-refundable fee;
  - official transcripts from all universities attended;
5. The Dean of the Graduate School reviews submitted materials for completeness and sends a status letter to the candidate with a copy to the coordinator of the Educational Leadership program.
6. An online interview will be conducted during the fall or spring orientation for new candidates. Following the interview process, the candidate's advisor will notify the Graduate Dean of the candidate's status.
7. A recommended plan (candidacy form) will also be filled out during the orientation and sent to the graduate office upon completion of six hours.
8. The Graduate Dean will notify the candidate in writing of his/her program status.

### **EXIT EVALUATION PROCEDURES**

1. The Exit Evaluation Committee is composed of the faculty advisor serving as chair of the committee, one faculty member from the Educational Leadership program, and the candidate's mentor.
2. The candidate will present an electronic exit portfolio presentation which exhibits mastery of the ELCC, ISLLC and NETS-A standards to the Exit Evaluation Committee.

3. The Exit Evaluation Committee will use rubrics based on the ISLLC standards, the ELCC standards and the NETS-A standards to evaluate the candidate's electronic exit portfolio as the candidate presents the portfolio. (See portfolio section below).
4. The candidate will upload artifacts from the exit portfolio to TK20 the Teachers College accountability system. An average of scores from the electronic presentation will be placed on TK20.
5. The faculty advisor will send to the candidate, Coordinator of the Educational Leadership Program, and the Dean of the Graduate School a letter indicating successful completion of the program of study, portfolio defense and internship. This information will also be placed in the candidate's Graduate School file.
6. Candidates will also report their findings for their action research project that will be introduced in the orientation session.

### **Transfer**

Candidates wishing to transfer to the Henderson MSE Program from another accredited MSE Program may make application as outlined above. Transfer credit will be considered on an individual basis. Six hours maximum may be transferred toward an MSE Degree. All transfer work must be completed within the last ten (10) years.

## **MASTER OF SCIENCE IN EDUCATION IN EDUCATIONAL LEADERSHIP 30 HOURS-online**

The MSE in Educational Leadership consists of 30 credit hours. All courses address particular competencies required by Professional Standards for Educational Leaders (PSEL) formerly known as ISLLC standards, the National Educational Leadership Preparation Standards (NELP) formerly known as (ELCC) standards, and the International Society for Technology in Education (ISTE).

### **Courses Required for the MSE in Educational Leadership**

EDL 6123 Research for Educational Practitioners  
 EDL 6623 Curriculum Strategies for Educational Leaders  
 EDL 6213 Organizational Leadership  
 EDL 6223 Supervision and Educational Leadership  
 EDL 6333 School Finance and Resource Management  
 EDL 6343 School / Community Resources and Relationships  
 EDL 6453 Educational Law and Political Systems  
 SPE 6313 Special Education Law  
 EDL 6693 Technology for School Leaders  
 EDL 6533 Principal Internship P-12 (with 217 Internship Hours)  
**Total 30 hours for MSE degree**

### **PROGRAMS OF STUDY- online**

**Program of Study for Building Level Administrator License**  
**Program of Study for Curriculum Specialist License**  
**Program of Study for Special Education Supervisor License**

**The following are required for admission to a program of study:**

1. A master's degree from an accredited institution.
2. Possession of a current teacher's license.
3. An overall undergraduate grade point average of 2.70 (2.50 conditional)
4. Submission of the following to the Dean of the Graduate School:
  - completed application
  - immunization form
  - \$25 non-refundable fee;
  - official transcripts from all universities attended;
5. The Dean of the Graduate School reviews submitted materials for completeness and sends a status letter to the candidate with a copy to the coordinator of the Educational Leadership program.
6. An online interview will be conducted during the fall or spring orientation for new candidates. Following the interview process, the candidate's advisor will notify the Graduate Dean of the candidate's status.
7. A recommended plan (candidacy form) will also be filled out during the orientation and sent to the graduate office upon completion of six hours.
8. The Graduate Dean will notify the candidate in writing of his/her program status.

**Program of Study for Building Level Administrator License**

**Courses Required for the Program of Study Building Level Administrator License  
(Candidate must have master's degree)**

EDL 6623 Curriculum Strategies for Educational Leaders  
EDL 6213 Organizational Leadership  
EDL 6223 Supervision and Educational Leadership  
EDL 6333 School Finance and Resource Management  
EDL 6453 Educational Law and Political Systems  
EDL 6343 School/Community Resources and Relations  
EDL 6693 Technology for School Leaders  
EDL 6533 Principal Internship P-12 (217 Internship Hours)  
**Total 24 Hours**

**Program of Study Curriculum Program Administrator (Candidate must have master's degree)**

The program of study for the Curriculum Program Administrator includes 15 hours of educational leadership core courses that constitute the standards associated with that body of knowledge and the application of appropriate skills and dispositions to be a successful school leader/administrator. Candidates will complete an additional 15 hours in the chosen specialty. All courses are required, but do not have to be completed in any particular order. Candidates may present acceptable coursework for transfer credit by presenting official transcripts from a CAEP accredited and approved educational leadership program of study. Appropriate courses may be substituted with agreement from the coordinator of the program.

**Courses required for the Program of Study Curriculum Specialist (Candidate must have master's degree)**

### **Core Administrative Courses**

EDL 6213 Organizational Leadership  
EDL 6223 Supervision and Educational Leadership  
EDL 6333 School Finance and Resource Management  
EDL 6453 Educational Law and Political Systems  
EDL 6343 School / Community Resources and Relationships

**Total 15 hours**

### **Courses for Specialty**

EDL 6623 Curriculum Strategies for Educational Leaders  
EDL 6693 Technology for School Leaders  
EDL 7473 Leadership for Curriculum and Instruction  
EDL 7633 Curriculum Alignment and Assessment  
EDL 7643 Curriculum Specialist Internship (217 hours)

**Total 15 hours**

## **Program of Study Special Education Supervisor (Candidate must have master's degree)**

### **Courses required for the Program of Study Special Education Supervisor**

#### **(Candidate must have master's degree)**

#### **Core Administrative Courses**

EDL 6213 Organizational Leadership  
EDL 6223 Supervision and Educational Leadership  
EDL 6333 School Finance and Resource Management  
EDL 6453 Educational Law and Political Systems  
EDL 6343 School / Community Resources and Relationships

**Total 15 hours**

#### **Courses for Specialty**

EDL 6623 Curriculum Strategies for Educational Leaders  
EDL 6693 Technology for School Leaders  
SPE 6323 Behavior Management  
SPE 6313 Special Education Law  
EDL 6653 Internship for Special Education Supervisor (217 hours)

**Total 15 hours**

### **Internship**

The internship experience in all programs is based on the Standards for Licensure of Beginning Administrators and meets the NELP standard 7 requirements. Experiences address the PSEL and NELP standards. Projects, activities and the internship will be completed in the area of specialization and in concert with a licensed public school mentor and university professor in the area of specialization.

## **PORTFOLIO REQUIREMENTS AND PROCEDURES**

Candidates enrolled in the MSE degree program and programs of study for building level leader and curriculum program administrator are required to maintain a professional portfolio throughout their course of study. Artifacts and reflections for the portfolio will be placed in

Tk20. This portfolio will be presented electronically at the completion of their program to demonstrate mastery of the NELP standards.

During the candidate's final semester of enrollment in the EDL Program, the candidate will schedule an appointment with his or her advisor to discuss arrangements for the Exit Presentation including date and time.

The portfolio is organized and presented in a formal oral format to the Program Exit Evaluation Review Committee. Members of the committee are: candidate's advisor, candidate's public school mentor (mentors), and additional professors from the Educational Leadership Program. HSU administrators and colleagues may be invited to attend the presentation.

Members of the committee assess the presentation using an assessment rubric to evaluate candidate's knowledge of the NELP standard elements and a rubric to evaluate oral presentation skills.

### **State Licensure Exam (SLLA)**

All candidates seeking Building Level or Curriculum/Program Administrator licensure in Arkansas will take the School Leaders Licensure Assessment (SLLA). The SLLA is based upon the acquisition of knowledge and skills necessary for successful leadership at the building level which is meshed in all course work in the MSE programs. It is recommended that the candidate take the assessment after the internship semester. The candidate must attain the Arkansas established cut score to qualify for licensure.

## **INSTRUCTIONAL FACILITATOR PROGRAM OF STUDY-online**

### **Courses Required for the Instructional Facilitator Program of Study:**

EDL 6213 Organizational Leadership  
EDL 6223 Supervision and Education Leadership  
EDL 6623 Curriculum Strategies for Instructional Leaders  
EDL 7633 Curriculum Alignment and Assessment  
EDL 6693 Technology for School Leaders

**Total: 15 hours**

## **MASTER OF SCIENCE IN EDUCATION IN TECHNOLOGY LEADERSHIP 30 HOURS-online**

The MSE in Technology consists of 30 credit hours. All courses address particular competencies required Professional Standards for Educational Leaders (PSEL) formerly known as ISLLC standards, the National Educational Leadership Preparation Standards (NELP) formerly known as (ELCC) standards and the International Society for Technology in Education (ISTE).

### **Admission policy and procedures**



The following are required for admission for Master of Science in Education in Technology Leadership:

1. A bachelor's degree from an accredited institution.
2. An overall undergraduate grade point average of 2.70 (2.50 conditional)
3. Submission of the following to the Dean of the Graduate School:
  - completed application
  - immunization form
  - \$25 non-refundable fee;
  - official transcripts from all universities attended;
4. The Dean of the Graduate School reviews submitted materials for completeness and sends a status letter to the candidate with a copy to the coordinator of the Educational Leadership program.
5. An online interview will be conducted during the fall or spring orientation for new candidates. Following the interview process, the candidate's advisor will notify the Graduate Dean of the candidate's status.
6. A recommended plan (candidacy form) will also be filled out during the orientation and sent to the graduate office upon completion of six hours.
7. The Graduate Dean will notify the candidate in writing of his/her program status.

#### **Courses Required for the MSE in Technology Leadership**

EDL 6123 Research for Educational Practitioners  
EDL 6333 School Finance and Resource Management  
EDL 6453 Educational Law and Political Systems  
EDL 6623 Curriculum Strategies for Educational Leaders  
EDL 6693 Technology for School Leaders  
EDL 7713 Technology for Communication  
EDL 7703 Integrating Technology into the Instructional Program  
EDL 7723 Technology for District Administrators  
EDL 6553 21st Century Technology  
EDL 7473 Leadership for Curriculum and Instruction

**Total 30 hours**

#### **PORTFOLIO REQUIREMENTS AND PROCEDURES**

Candidates enrolled in the MSE degree program and programs of study for building level leader and curriculum program administrator are required to maintain a professional portfolio throughout their course of study. Artifacts and reflections for the portfolio will be placed in Tk20. This portfolio will be presented electronically at the completion of their program to demonstrate mastery of the NELP standards. During the candidate's final semester of enrollment in the EDL Program, the candidate will schedule an appointment with his or her advisor to discuss arrangements for the Exit Presentation including date and time.

The portfolio is organized and presented in a formal oral format to the Program Exit Evaluation Review Committee. Members of the committee are: candidate's advisor, candidate's public school mentor (mentors), and additional professors from the Educational Leadership Program. HSU administrators and colleagues may be invited to attend the presentation. Members of the committee assess the presentation using an assessment rubric to evaluate candidate's knowledge of the NELP standard elements and a rubric to evaluate oral presentation skills.

## **EDUCATIONAL SPECIALIST (Ed.S.)**

### **Ed.S. Educational Leadership-Superintendent-online**

The Henderson State University Educational Leadership program offers an Educational Specialist (Ed.S.) degree and a program of study in District Leadership that prepares graduate students for superintendent licensure.

The degree and the program of study are driven by standards and research delivered through courses aligned to the Professional Standards for Educational Leaders (PSEL) formerly known as ISLLC standards, the National Educational Leadership Preparation Standards (NELP) formerly known as (ELCC) standards, and the International Society for Technology in Education (ISTE). Students gain knowledge, skills, and dispositions necessary to be productive and successful school leaders. To ensure that graduate students preparing for educational administration positions or superintendency have the opportunity to gain knowledge and skills and dispositions necessary to be productive and successful school leaders, Henderson is committed to the development and delivery of an exemplary post master's degree program in educational leadership. In order to meet the needs of a diverse and wide-spread cohort of candidates, the Henderson Educational Specialist program is offered fully online using an internet/webcam delivery system.

### **Admission policy and procedure for Ed.S. Educational Leadership**

The following are required for admission:

1. Master's degree in educational leadership or in a related discipline from an accredited institution as verified by official transcript
2. Current administrator's license.
3. Official copies of all transcripts with a 3.20 grade point average on all master's level coursework is required for full admission. Candidates with a GPA of 3.00 but less than 3.20 on all master's level coursework must submit a minimum score of 950 on the Graduate Record Examination (GRE) or a minimum score of 400 on the Miller Analogies Test (MAT) during the first semester of enrollment
4. Submission of the following to the Dean of the Graduate School:
  - completed application
  - immunization form
  - \$25 non-refundable fee;
  - official transcripts from all universities attended
5. The Dean of the Graduate School reviews submitted materials for completeness and sends a status letter to the candidate with a copy to the coordinator of the Educational Leadership program.
6. An online interview may be conducted during the fall or spring orientation for new candidates. Following the interview process, the candidate's advisor will notify the Graduate Dean of the candidate's status.
7. A recommended plan (candidacy form) will also be filled out during the orientation and sent to the graduate office upon completion of six hours.
8. The Graduate Dean will notify the candidate in writing of his/her program status.

## **EXIT EVALUATION PROCEDURES**

1. The Exit Evaluation Committee is composed of the faculty advisor serving as chair of the committee, one faculty member from the Educational Leadership program, and the candidate's mentor.
2. The candidate will present an electronic exit portfolio presentation which exhibits mastery of the ELCC, ISLLC and NETS-A standards to the Exit Evaluation Committee.
3. The Exit Evaluation Committee will use rubrics based on the ISLLC standards, the ELCC standards and the NETS-A standards to evaluate the candidate's electronic exit portfolio as the candidate presents the portfolio. (See portfolio section below).
4. The candidate will upload artifacts from the exit portfolio to TK20 the Teachers College accountability system. An average of scores from the electronic presentation will be placed on TK20.
5. The faculty advisor will send to the candidate, Coordinator of the Educational Leadership Program, and the Dean of the Graduate School a letter indicating successful completion of the program of study, portfolio defense and internship. This information will also be placed in the candidate's Graduate School file.

### **Transfer**

Candidates wishing to transfer to the Henderson Ed.S. Program from another accredited Ed.S. Program may make application as outlined above. Transfer credit will be considered on an individual basis. Six hours maximum may be transferred toward an Ed.S. Degree.

### **Thesis**

A scholarship research paper based on active research is required for the completion of the educational specialist degree. The topic will be approved by the professor of record. Completion is in collaboration with an approved public school administrator mentor plus faculty support in technological reporting and statistical research. The thesis must be presented and defended in a formal meeting. The defense committee will consist of the professor of record, the Coordinator of the Education Leadership Program.

### **Time Limit**

The Ed.S. degree must be completed within six (6) years of date of admission. Any extension must be approved by the Ed.S. Coordinator as well as the Graduate School Dean according to the policies of the Graduate Council.

## **Core course requirements for an Ed.S. Educational Leadership Degree and District Level Administrator Program of Study**

### **Ed.S. CORE COURSES**

EDL 7113 Executive Leadership  
EDL 7123 Organizational Management  
EDL 7723 Technology for District Administrators  
EDL 7363 Governance and Politics  
EDL 7483 Human Resources and Accountability  
EDL 7593 Fiscal Resources and Accountability  
EDL 7233 Advanced Research Methods

EDL 7613 Mentorship in Educational Leadership  
(with 217+ internship hours)

**Total 24 Hours (Program of Study for District Level Administrator/Superintendent License)**

To complete the requirements for the Ed.S. Educational Leadership degree, candidates must take 6 additional hours from the courses listed below. Candidates must select 1 curriculum course and 1 technology course

EDL 7473 Leadership for Curriculum and Instruction

EDL 7703 Integrating Technology

EDL 7713 Technology for Communication

EDL 7633 Curriculum Alignment and Assessment

**Total 30 Hours (Ed.S. degree for District Level Administrator/Superintendent)**

**State Licensure Exam (SSA)**

All candidates seeking District Level licensure in Arkansas will take the School Superintendent Assessment (SSA). The SSA is based upon the acquisition of knowledge and skills necessary for successful leadership at the district level which is meshed in all course work in the Ed.S. Programs. It is recommended that the candidate take the assessment after the internship semester. The candidate must attain the Arkansas established cut score to qualify for licensure

**Ed.S. Curriculum Leadership- Curriculum Specialist- online**

**Admission policy and procedure for Ed.S. Curriculum Leadership**

The following are required for admission:

1. Master's degree or higher in educational leadership or in a related discipline from an accredited institution as verified by official transcript.
2. Current Teaching License
3. Official copies of all transcripts with a 3.20 grade point average on all master's level coursework is required for full admission. Candidates with a GPA of 3.00 but less than 3.20 on all master's level coursework must submit a minimum score of 950 on the Graduate Record Examination (GRE) or a minimum score of 400 on the Miller Analogies Test (MAT) during the first semester of enrollment
4. Submission of the following to the Dean of the Graduate School:
  - completed application
  - immunization form
  - \$25 non-refundable fee;
  - official transcripts from all universities attended
5. The Dean of the Graduate School reviews submitted materials for completeness and sends a status letter to the candidate with a copy to the coordinator of the Educational Leadership program.
6. An online interview may be conducted during the fall or spring orientation for new candidates. Following the interview process, the candidate's advisor will notify the Graduate Dean of the candidate's status.

7. A recommended plan (candidacy form) will also be filled out during the orientation and sent to the graduate office upon completion of six hours.
8. The Graduate Dean will notify the candidate in writing of his/her program status.

### **Course requirements for an Ed.S. Curriculum Leadership Degree**

EDL 7113 Executive Leadership  
EDL 7723 Technology for District Administrators  
EDL 7363 Governance and Politics  
EDL 7593 Fiscal Resources and Accountability  
EDL 7233 Advanced Research Methods  
EDL 7703 Integrating Technology  
EDL 7633 Curriculum Alignment and Assessment  
EDL 7473 Leadership for Curriculum and Instruction  
EDL 7273 Program Improvement and Design  
EDL 7643 CPA Internship in Curriculum (with 217+ internship hours)

### **Total 30 hours Ed. Specialist Degree in Curriculum Leadership**

### **State Licensure Exam (SLLA)**

All candidates seeking Curriculum/Program Administrator licensure in Arkansas will take the School Leaders Licensure Assessment (SLLA). It is recommended that the candidate take the assessment after the internship semester. The candidate must attain the Arkansas established cut score to qualify for licensure.

### **PORTFOLIO REQUIREMENTS AND PROCEDURES**

Candidates enrolled in the Ed.S. degree programs and program of study for district level leader are required to maintain a professional portfolio throughout their course of study. Artifacts and reflections for the portfolio will be placed in Tk20. This portfolio will be presented electronically at the completion of their program to demonstrate mastery of the NELP standards.

During the candidate's final semester of enrollment in the EDL Program, the candidate will schedule an appointment with his or her advisor to discuss arrangements for the Exit Presentation including date and time.

The portfolio is organized and presented in a formal oral format to the Program Exit Evaluation Review Committee. Members of the committee are: candidate's advisor, candidate's public school mentor (mentors), and additional professors from the Educational Leadership Program. HSU administrators and colleagues may be invited to attend the presentation.

Members of the committee assess the presentation using an assessment rubric to evaluate candidate's knowledge of the NELP standard elements and a rubric to evaluate oral presentation skills.

Artifacts and reflections for the portfolio will be placed on Tk20. This portfolio will be presented electronically at the completion of their program to demonstrate mastery of the ELCC standards.

The program portfolio is maintained and continuously updated by the candidate throughout the program. The university advisor who is a professor in the area of specialization oversees the portfolio process and ensures that this working document is comprehensive, detailed and revised as new knowledge and skills are introduced.

Organization of the program portfolio includes a variety of artifacts from course assignments throughout their program of study which document knowledge of the ELCC standard elements and successful understanding of goals and objectives of the HSU educational leadership program of study as well as the area of specialization.

During the candidate's final semester of enrollment in the EDL Program, the candidate will schedule an appointment with his or her advisor to discuss arrangements for the Exit Evaluation Defense including date, time and location. Defense of the portfolio requires a maximum of 45 minutes.

The portfolio is organized and presented in a formal oral format to the Program Exit Evaluation Review Committee. Members of the committee are: candidate's advisor, candidate's public school mentor, and additional professors from the Educational Leadership Program. HSU administrators and colleagues may be invited to attend the presentation. Members of the committee assess the presentation using an assessment rubric to evaluate candidate's knowledge of the ELCC standard elements and a rubric to assess oral presentation skills.

# ELLIS COLLEGE OF ARTS AND SCIENCES

## Description of Courses

### Anthropology

**ANT 5053 World Cultures** A worldwide survey of traditional Non-Western cultures, from small scale foragers and farmers to socially complex Non-Europeans of the recent past and present.

**ANT 5083 Readings and Research in Anthropology** Designed for individuals at the graduate level to conduct independent reading and research into selected topics of problem areas in any of the sub-fields of anthropology.

### Art

**ART 5093 Experimental and Contemporary Media** Investigation and use of experimental and contemporary materials and concepts in the development of two and three dimensional forms. Graduate Students will explore a variety of media and forms and complete, with the input of the instructor, a final project and written artist's statement.

**ART 5233 History of American Art** A study of the evolution of the art of the United States from colonial times to the present with emphasis on painting, sculpture, and architecture. Influence of our European heritage and the distinctly American environment: physical, social, and philosophical. Slides, movies, lectures, and discussions.

**ART 5283 Kiln Construction** An advanced course in the design and construction of ceramic kilns.

**ART 5293 Contemporary Art** A seminar with an "in-depth" study of the trends in contemporary art. Slides, movies, lectures, and discussions that will aid students in familiarizing themselves with current artistic expression and the artists working in today's art world.

**ART 5763 Lighting Techniques for Photography** A hands-on course designed to thoroughly acquaint students with the specialized operations of photographic lighting equipment. The class will consist of demonstrations, discussions and class participation to give students the technical mastery needed to use metering and lighting equipment.

**ART 5773 Alternative Printing Techniques** The manipulation and extension of boundaries of traditional photography using solORIZATION, appropriation, montage, toning, bleaching and alternative emulsions.

**ART 5783 History of Photography** A slide and lecture course examining the important developments in Photography since 1839. This course examines photographic representation and image makers as well as the larger cultural implications of images in the media and popular culture.

**ART 6473 Graduate Studio Ceramics** Directed individual graduate level problems. May be repeated for credit.

**ART 6483 Graduate Studio Drawing** Directed individual graduate level problems. May be repeated for credit.

**ART 6493 Graduate Studio Painting** Directed individual graduate level problems. May be repeated for credit.

**ART 6503 Graduate Studio Printmaking** Directed individual graduate level problems. May be repeated for credit.

**ART 6553 Readings in Art History** Directed graduate level readings followed by oral and / or written reports.

**ART 6563 Graduate Studio Photography** Directed individual graduate level projects. May be repeated for credit.

**ART 6643 Graduate Studio Sculpture** An advanced course dealing with the production of sculpture in various media including clay, metal, metal casting, and carving.

**ART 6693 Graduate Studio Digital Design** Students will work on independent projects in consultation with the instructor that will serve their individual interests and needs. The course is designed to be as flexible as possible and to enhance the graduate student's experience. May be repeated for credit.

**ART 6983 Graduate Studio Illustration** Directed individual graduate level projects. May be repeated for credit.

### **Communication and Theater Arts**

**COM 5083 Special Topics in Communication** Issues in contemporary communication will be studied as appropriate in a given semester. Propaganda, leadership communication, and political communication are examples of topics that might be addressed. May be repeated.

**COM 5093 Persuasion Theoretical** bases of persuasion. Students will gain experience as producers and critical consumers of persuasive messages.

**COM 5133 Rhetorical Theory** Investigation of the major theories of rhetoric and the evolution of rhetorical thought. Emphasis on the role of rhetoric in shaping human experience and creating individual reality.

**COM 5141-3 Individual Study** Open to advanced students with intellectual curiosity regarding specific problem areas. Problems must be selected with approval of major advisor before registration.



**COM 5403 Seminar in Communication** Shared papers on topics relative to specific student interest: semantics, linguistics, cultural barriers to communication, etc.

**MMC 5001-3 Yearbook Advisors Practicum** Students will be supervised in the production of a school yearbook in preparation for becoming an advisor. Students will be required to research, write and edit feature stories for publication in a yearbook. Students will receive hands-on experiences in a yearbook laboratory using Macintosh Desktop Publishing and will learn the PageMaker program and be instructed in the use of Photoshop and graphic design.

**MMC 5053 Directing Publications** Students will discuss legal issues confronting America's student journalists, advisors, and administrators at the high school and college level. Ethics and responsibilities of school media advisors will be considered as well as the governance of school publications. Technology for publishing a yearbook and newspaper will be reviewed and utilized.

**MMC 5071 Independent Study** Open to advanced students with intellectual curiosity regarding specific problem areas. Problems must be selected with approval of major advisor before registration.

**MMC 5283 Educational Television** Teaching on television for distance learning and other applications; using video to supplement classroom lessons; teaching TV production to secondary school students; critiquing the medium.

**MMC 5293 Creative Nonfiction** A readings course examining the history, art, and critical thought regarding 20th-century nonfiction prose, including autobiography, journalism, travel, science, and natural history writing by such authors as Stephen Crane, James Agee, Annie Dillard, Ernest Hemingway, John McPhee, Diane Ackerman, and others.

**MMC 5303 Writing for New Media** A workshop designed to introduce students to professional writing for current markets, particularly for such new media as online magazines, interactive cd games and reference works, interactive fiction, direct distribution media, etc.

**MMC 5443 Special Topics in Mass Media** Issues in contemporary communication will be studied as appropriate in a given semester. Freedom of speech, courtroom communication, mass media influences on communication, presidential elections, and other campaigns are examples of topics that might be addressed. May be repeated.

**MMC 5453 Seminar in Mass Media** Shared papers on topics relative to specific student interests: semantics, linguistics, cultural barriers to communication, mass media topics, etc. May be repeated.

**THA 5091-3 Theater Production Techniques** Special studies in directing or technical aspects of theater. Students work closely under the supervision of veteran directors or designers. Enrollment by special permission only.

**THA 5173 Theater Dramaturgy** Dramaturgy is an exercise in the use of creative imagination and aesthetic judgment. Dramaturgy includes all of the analytical, research and writing skills required of the liberally educated student.

**THA 5373 Repertory Theater** Production of plays for public performance. Sessions consist of laboratory work preparing scenery, lighting, costumes, make-up, properties, and rehearsal of plays in production.

**THA 5413 Theater Seminar** Special emphasis on problems related to the production of plays.

**THA 5443 Theater History** A course dealing with the rise and development of the theater from primitive ritual to the present. Emphasis on the theater as an institution and art form.  
Prerequisite: THA 2103 or consent of instructor.

### **Criminal Justice**

**CRJ 5403. (WI) Social Movements and Change.** This is a writing intensive course. An examination of the nature of social movements particularly in light of the nature of protest and potential for violence. Activism is constantly going on in our world. Globalization as well as advancing communication technologies have played a role in worldwide participation in social movements. This study will examine a variety of local, national and international movements. It examines the characteristics of social movement and protest as forms of collective action, major social trends in terms of dynamic effect on society, and centers on theoretical frameworks for understanding the causes, types, and life cycle of social movements.

### **Economics**

(See the School of Business for a listing of courses).

### **English**

**ENG 5103 Shakespeare** A study of a number of comedies, romances, and tragedies at the discretion of the instructor. Focus will vary.

**ENG 5123 Renaissance Literature of England** A survey of the historians, poets, and dramatists of the late 16th and early 17th centuries, excluding Shakespeare. Special attention will be paid to such writers as Drayton, Holinshed, More, Skelton, Sidney, Spenser, Marlowe, Donne, Jonson, Bacon, and Milton.

**ENG 5163 Modern Grammar** An analysis of the English language according to descriptive, structural, and transformational methods. Content includes, but is not limited to, sentence patterns, morphology, basic transformations, form and structure classes with the main emphasis on syntax.

**ENG 5173 Modern Drama** A study of American and European drama from 1890-to the present. Plays will be drawn from the works of such as Ibsen, Strindberg, Chekov, Shaw, Sartre, Brecht, Miller, O'Neill, Williams, and Yeats.

**ENG 5193 Victorian Literature** A study of the prose and poetry of the Victorian era focusing upon representative writers such as Macaulay, Carlyle, Newman, Mill, Huxley, Arnold, Tennyson, Ruskin, Browning, Rossetti, and Swinburne.

**ENG 5203 English Romantic Literature** A study of the tenets of Romanticism in English literature and a survey of representative writers of the Romantic period.

**ENG 5213 English and Its Development** A study of the history and evolution of English from Old English to Middle English to Modern English, including an examination of the structure of the language, its position in the world and its relation to other tongues, the wealth of its vocabulary, and the sources from which that vocabulary has been and is being enriched.

**ENG 5223 American Novel** A study of major American novelists from 1820 to the present. The course may cover such representative authors as Cooper, Hawthorne, Melville, Crane, James, Twain, Dreiser, Norris, Dos Passos, Fitzgerald, Steinbeck, Hemingway, Faulkner, and Bellow.

**ENG 5303 Literature of the American South** A study of the development of Southern literature from the colonial beginnings to the present. Principal works of various Southern writers are studied to determine the nature and techniques of this regional literature and to view its prominent station in national literature.

**ENG 5323 Greek Drama** A study of tragedy and comedy from the classical Greek period. Plays will be selected from the works of Aeschylus, Sophocles, Euripides, and Aristophanes.

**ENG 5353 Eighteenth-Century English Literature** A survey of the poetry and prose (no novel or drama) OMIT of the period, beginning with some outstanding Restoration writers and extending through the pre-Romantics. Much time is spent on close reading of the text. Library readings and a term paper are required. OMIT

**ENG 5453 Advanced Composition** An emphasis on writing compositions ranging from the personal essay to advanced forms of OMIT analytical, expository, and research papers. Attention will be paid to scholarly writing appropriate to the discipline of the individual student, with readings in various disciplines and the study and application of the style guides of those disciplines (MLA for English) OMIT. In addition to a series of shorter compositions, the course will require one extensive research project and paper. Required for licensure in English.

**ENG 5463 Special Topics** This course focuses on various genres and themes in literature as well as individual authors. Topics may include, but are not limited to, Black literature, Native American literature, Asian or Asian-American literature, Spanish or Hispanic literature, contemporary American poetry, American poetry, American drama, Chaucer, Milton, Faulkner, or any other topic the department deems suitable. Because the content will vary, students may repeat this course twice for credit.

**ENG 5483 Acquisition of English as a Second Language** A study of theory of acquisition of English as a second language, including the various stages of language development. Students

will examine the cognitive, physical, social, and emotional factors impacting the acquisition of English as a second language. Emphasis will be placed on instructional strategies promoting acquisition of English as a second language. This course is designed for students seeking an ESL Endorsement. This course does not substitute for EDU 4873, Special Methods: Foreign Language. (This course is not applicable to the MLA).

**ENG 5533 American Romantic Literature** A study of the characteristics of the American Romantic movement in literature and a survey of representative writers of the period.

**ENG 5563 Adolescent Literature** This course focuses on literature appropriate for adolescent readers. The selections span classic to contemporary, including the genres of novel, short story, and poetry. This course is open to all English majors and prepares the student to teach literature in middle and secondary schools; it is required for completion of the teacher-licensure program of study in English. The course is also beneficial to librarians, parents, or caregivers who select or suggest reading material for adolescents. Multiple texts and designated materials will be used.

**ENG 5583 International Short Story** A study of the short story as a genre, including its history and development up to the present. Writers from various countries will be represented.

**ENG 5593 English Novel: 1830-1950** A study of major English Victorian and modern novels. The course may include novels by such authors as Dickens, Thackeray, Trollope, the Brontes, Eliot, Hardy, Butler, Carroll, Conrad, Joyce, Woolf, Lawrence, Forster, Cary, and Waugh.

**ENG 5603 Contemporary Literature** An emphasis on post-World War II American and British fiction with some attention to non-fiction, poetry and drama.

**ENG 5633 Introduction to Literary Criticism** A study of the various approaches to literary criticism, their historical development, and their practical application. Students will also examine the close relationship between criticism and literary research.

**ENG 5643 Rhetoric and Composition** A course which examines theories concerning how language can be used for persuasion and how those theories have been implemented and extended to the teaching of writing. The course will also examine research in the field of composition focusing on implications for writing teachers and for those who want to improve their own writing skills.

**ENG 5653 Medieval Literature** A study of representative works in English OMIT literature dating from A.D. 450 to 1500 with a focus on texts not covered in the undergraduate survey course.

**ENG 5663 Introduction to Linguistics** A survey of major historical schools of linguistics with emphasis upon contemporary theory and its application to the understanding and teaching of English.

**ENG 5673 English Novel to 1830** A study of major English novels of the eighteenth and early nineteenth centuries. Readings for the course will be drawn from the works of such novelists as

Defoe, Richardson, Fielding, Smollett, Sterne, Goldsmith, Mackenzie, Radcliffe, Austen, Scott, Mary Shelley, and Peacock.

**ENG 5963 Special Topics** This course focuses on various genres and themes in literature and language as well as individual authors. Topics may include, but are not limited to, Black literature, Native American literature, Asian or Asian-American literature, Spanish or Hispanic literature, contemporary American poetry, American drama, Chaucer, Milton, Faulkner, or any other topic the department deems suitable. Because course content will vary, students may take this course twice for a total of six hours of OMIT credit.

**ENG 5983 Advanced Creative Writing** In this course, students will not only continue to develop and refine the portfolios they started in Intro to Creative Writing, but will also delve more deeply into the intellectual life of the writer. To that end, contemporary fiction and poetry will be analyzed through a series of book reviews and formal explications of individual poems and stories. Furthermore, students will also gain valuable editing experience by developing an issue of *Proscenium*. Graduate students working on a creative writing project for the MLA program may enroll with permission of the MLA director and course instructor.

**ENG 6253 Problems in Interpretation** An in-depth examination of a particular critical question concerning a specific work, author, movement, theme, genre, or period of literary history. Since a different topic may be investigated each time the course is offered, students may take this course a second time for credit.

**ENG 6273 Seminar in American Literature** Directed, independent investigations by students; synthesizing lectures by the instructor. Since a different literary period, genre, or author will be studied each time the course is offered, students may take this course a second time for credit.

**ENG 6283 Seminar in English Literature** Directed, independent investigations by students; synthesizing lectures by the instructor. Since a different literary period, genre, or author will be studied each time the course is offered, students may take this course a second time for credit.

**ENG 6433 Seminar in Comparative Literature** An in-depth study of selected works from the great writers of Western civilization from Homer to the twenty-first century. Since a different literary period and/or genre will be studied each time the course is offered, students may take this course a second time for credit.

## **Geography**

**GEO 5043 Economic Geography** Describes the main world economics, considers influences on economic location and locational analysis.

## **General Studies**

**GEN 5073 Travel and Study**

**GEN 5083 Study Abroad: Non-Western**

## History

**HIS 5173 Rights, Freedoms and Justice** A study of leading U.S. Supreme Court decisions on individual liberty and equality, including the social effects of those decisions.

**HIS 5203 The New World: Cultural Encounters in Latin America and the Atlantic** This course explores the early history of European colonization of the Americas, emphasizing interchange between Europeans, Native Americans, and Africans from Columbus's landing to the outbreak of Latin American wars of independence in the nineteenth century. It emphasizes comparative analysis, examining a variety of European and native experiences with particular attention given to Spanish, Portuguese, and French settlements.

**HIS 5213 The American West** A survey of western history from the period of European contact with Indians to the present. Topics include: the interaction between Europeans and Native Americans in western history; views and myths about the West; roles of racial minorities; western political and cultural patterns; and the historiography of the West.

**HIS 5233 American Foreign Policy** An historical analysis of the development of American foreign policies. The course is designed to provide a clear understanding of the fundamental principles upon which American foreign policy-actions have been based and insight into the various factors that can shape foreign-policy decisions and how they are implemented. Students are encouraged to reflect with some seriousness upon the moral and ethical challenges posed by the exercise of power.

**HIS 5263 Arkansas and the Southwest** Designed especially for those who are preparing to teach Arkansas history. The exploration and development of Arkansas from 1541 to the present in relation to the nation and adjacent areas of Oklahoma, Texas and Louisiana.

**HIS 5283 American Constitutional Development** (See PSC 5053.)

**HIS 5293 The Old South** The political, economic, cultural, and social history of the southern states to the Civil War.

**HIS 5373 The African American Experience** This course explores the African American experience in American history, with particular focus on the ways in which African Americans have confronted the challenge of white supremacy. However, the course rejects the premise that there is a single unitary African American response to that challenge. Rather, through exploring a number of writings produced by African Americans throughout American History, this course emphasized the diversity of the African American experience in America.

**HIS 5333 American Women's History** An examination of the history of American women from the colonial era to the present, focusing on women's political organizations and social activism, economic importance, daily lives, and the ideological construction of gender roles.

**HIS 5443 Medieval World** A study of the social, cultural, and economic history of the Middle Ages from the end of the Roman Empire to 1500 with emphasis on European affairs. Prerequisite: HIS 1013.

**HIS 5603 Tudor and Stuart England** A study of the political, constitutional, social, and economic developments in England, 1485-1689.

**HIS 5623 Modern German History** A survey of German history from Frederick the Great to the present. Emphasis is on political, economic, and social developments; Germany in two World Wars; the failure of democracy in the 1920's; the National Socialist regime; and the division of Germany.

**HIS 5643 French Revolution and Napoleon** A study of the era of revolution and reaction, 1789-1815; its causes and effects.

**HIS 5653 Modern Russian History** An examination of the political and social history of eighteenth and nineteenth century Russia as a background for the course's focus on twentieth century Russian history.

**HIS 5683 The Modern Middle East** A bird's eye view of the Ottoman Empire of the nineteenth century as a background, and a focus on the Arab world, Turkey, Iran, and Israel of the twentieth century. In the process, such current concerns as nationalism, modernization, Islamic Fundamentalism, and Arab-Israeli disputes will be examined in their historical settings.

**HIS 5693 African History** A study of the different civilizations in Africa and the resistance to the imposition of colonial rule on that continent.

**HIS 5713 Social and Political Thought** A study of the development of political and social philosophies with special emphasis upon present conflicts.

**HIS 6563 Readings in History** Directed readings followed by oral and/or written reports, discussion of authors, and evaluation and discussion of material with the director of the study. Prerequisite: fifteen (15) semester hours in history. May be repeated for credit with change of instructor.

**HIS 6573 Historiography and Bibliography** An introduction to the philosophy of history and the historiography and bibliography of leading American historians. Prerequisite: fifteen (15) semester hours of history.

**HIS 6583 Research Seminar** Independent research in history and related fields. May be repeated for credit with change of instructor.

**HIS 6791-6 Master's Thesis Research**

**HIS 6983 Special topics in History**

## **Human Services**

**HS 5183. Death and Dying.** Inquiry into various issues in dying, death, and bereavement, with attention to existing research, pertinent theory, relevant social organization and processes, and philosophical and ethical questions. An experimental study which examines feelings and attitudes toward the death of others and of oneself. Spring.

**HS 5443. Human Services for the Aged.** Consideration of programs at the federal, state, local, and private levels. Preparation in planning, coordination and administration of multipurpose institutions for the aged. Spring.

## **Liberal Arts**

**LA 6103 Truth, Order, and Beauty: Ancient World to 1600** This is a team-taught chronological and thematic consideration of the interrelationships among a number of great works of the Western world and their cultural contexts. During the course, the student is expected to read selected works in their entirety, conduct research, analyze, discuss, and write about such works.

**LA 6203 Truth, Order, and Beauty: 1600 to Present** This course explores differing interpretations of Truth, Order, and Beauty from the Seventeenth- Century (date flexible) to the present. Attention will be paid to the desirability of these categories, the possibility of attaining them, and the ways in which changing definitions of these terms reflect the intellectual currents of modern society and the differing philosophical perspectives of a range of academic disciplines.

**LA 6113 Teaching and Technologies in the Two-Year College** This course focuses on cultures, missions, and practices of teaching in community colleges, especially in south Arkansas. The course will consider the role of general education requirements, assessment, distance education, and will focus on practical issues such as career transitions, syllabus design, writing courses and pedagogy, and the development of one's own teaching ethic as a potential faculty member.

**LA 6123 Internship** Students will teach one class as a paid adjunct on a community-college campus in conjunction with community-college faculty. Students will have community-college teachers as mentors on campus and will accompany them to department meetings, committee meetings, and all other functions in their mentors' normal routines.

**LA 6503 Liberal Arts Project I** Research and Development. This course focuses on the preliminary steps students must take in preparing to embark upon a semester-long project. Writing, citation, and research will be discussed and practiced. The end of the course will produce a rough draft of the project and bibliography.

**LA 6513 Liberal Arts Project II** Independent Study with committee.

**LA 6543 Liberal Arts Thesis I** Independent Study with committee.



**LA 6553 Liberal Arts Thesis II** Independent Study with committee.

## **Mathematics and Computer Science**

**MTH 5093 Systems of Geometry II** Continuation of MTH 3023. Prerequisite: MTH 3023.

**MTH 5123 Special Topics in Math Education** A broad range of topics in mathematics content that will include, but not be limited to, algebra, geometry, probability, statistics and data representation, and the use of technology. Topics will be addressed to middle school and/or high school teachers. Students will be able to repeat the course for credit when different topics are being presented than when the student previously took the class. A designation of the topics covered will be recorded on the transcript.

**MTH 5133 Algebraic Structures I** An introduction to an axiomatic approach to the number system and algebraic systems such as groups, rings, fields, and Boolean algebra. Prerequisite: MTH 2283, MTH 1294 and MTH 3573.

**MTH 5143 Algebraic Structures II** Continuation of MTH 5133. Prerequisite: MTH 4133 or MTH 5133.

**MTH 5153 History of Mathematics** This course is designed to give the student an opportunity to study the development of elementary mathematics from primitive counting to the modern accomplishments in algebra, the geometries, and the calculus. In order to make the course more concrete and meaningful to the student, sets of "Problem Studies" are provided. Prerequisite: MTH 2044.

**MTH 5223 Introduction to Topology** An introduction to topological spaces, homeomorphism, compactness, separation, and connectedness. Prerequisite: MTH 4133.

**MTH 5233 Advanced Calculus I** The calculus of one of several variables. Sequences, series, continuous and differentiable functions, integration theory, and infinite series of function. Prerequisite: MTH 3573.

**MTH 5303 Advanced Calculus II** Continuation of MTH 5233. Prerequisite: MTH 4233 or MTH 5233.

**MTH 5313 Vector Analysis** The algebra and calculus of vectors. Applications. Prerequisite: MTH 2044.

**MTH 5331-3 Independent Study** Independent study in an area of mathematics selected by the student and faculty advisor. Credit will vary from one (1) to three (3) hours. May be repeated. Prerequisite: consent of faculty advisor.

**MTH 5353 Higher Order Thinking in Mathematics** A course that provides mathematics teachers in grades five through college with examples of lessons incorporating methods appropriate for students with different learning styles. Emphasis will be placed on the use of manipulatives, cooperative learning techniques, and technology in the teaching of mathematical content that will help teachers build mathematical connections across the grade levels. Topics will include statistical techniques and sampling, geometric probability, geometry and algebra topics, number theory, mathematical reasoning, exponential growth and decay, graphing techniques, and discrete mathematics topics.

**MTH 5373 Numerical Analysis** An introduction to numerical methods, including error analysis, interpolation procedures, differentiation, integration, solutions of non-linear and differential equations, and approximation of functions. Prerequisites: MTH 2044 (Calculus II) and CSC 1103.

**MTH 5433 Probability and Statistics II** The mathematical theory of probability and application of this theory to statistical inference. Topics will include confidence intervals for various statistics, tests of statistical hypotheses, linear models, and quality control through statistical methods. Prerequisites: MTH 2044, MTH 3163

**MTH 5443 Introduction to Database Theory** See CSC 3133.

**MTH 5453 Introduction to Compiler Theory** See CSC 3153.

**MTH 5463. Assembler Language** See CSC 5173.

**MTH 5473 Simulation Theory** See CSC 5213.

**MTH 5491-3 Special Topics in Mathematics Education:** A broad range of topics in mathematics content that will include, but not be limited to, algebra, geometry, probability, statistics and data representation, and the use of technology. Topics will be addressed to middle school and / or high school teachers. Students will be able to repeat the course for credit when different topics are being presented than when the student previously took the class. A designation of the topics covered will be recorded on the transcript. Prerequisites: Secondary - MTH 1294. Middle school - MTH 2483, MTH 2543 or consent of instructor.

**MTH 5603 - Certification Seminar - Functional Mathematics** - This seminar is designed to prepare mathematics teachers to teach the Functional Math course, a fourth year high school mathematics course. Topics will include algebra, geometry, probability and statistics. Problem solving and use of technology will be an integral part of the course. Prerequisites: Licensure to teach secondary mathematics.

**MTH 5641-3 - Teaching for Understanding in Mathematics** - The course will engage participants in a comprehensive and thorough study in the instructional strategies and practices for mathematics. Participants will examine various examples of curriculum, pedagogical approaches and assessments with the focus upon standards-based curriculum and instruction. Prerequisite: Currently teaching P-12 mathematics or a pre-service mathematics teacher.

**MTH 5961-3 - Special Topics in Mathematics** - A broad range of topics in mathematics that will include, but not be limited to, topology, number theory, probability and statistics, real and /or complex analysis, geometry, graph theory, and combinatorics. Students will be able to repeat the course when different topics are being presented than when the student previously took the class. Prerequisites - MTH 2283 and consent of instructor.

**MTH 6173 Modern Abstract Algebra** Groups, rings, integral domains, fields and modules. Prerequisite: MTH 4133.

**MTH 6183 Theory of Numbers** Number theoretic functions, congruences, quadratic residues, Diophantine equations, continued fractions. Prerequisite: MTH 4133.

**MTH 6193 Statistical Analysis** Probability, frequency distributions, sampling theory, correlation, and regression and testing hypotheses. Prerequisite: MTH 3163. MTH 6203. Seminar in Mathematics. A study of selected topics in mathematics.

**MTH 6363 Projective Geometry** Basic axioms of projective geometry, quality, Desargue's Theory, projective theory, cross ratios, projective theory and conics, and coordinate projective geometry. Prerequisite: MTH 3023.

**MTH 6403 Intermediate Analysis I** The real number system, analytic geometry, and calculus from an advanced standpoint. Designed primarily for prospective teachers of junior and senior high school mathematics. Prerequisite: MTH 2044.

**MTH 6413 Intermediate Analysis II** A continuation of MTH 6403. Prerequisite: MTH 6403.

**MTH 6971-6 Master's Thesis Research**

**CSC 5123 Special Topics in Computer Science**

Selected topics in Computer Science: A broad range of topics in computer science including software and hardware concepts, computer architecture, electronic communication and computer networks, Internet, and corresponding technologies, and other current issues in the computing field. Students will be able to repeat the course for credit when different topics are being presented.

## Music

**MUS 6103 Music and Culture** Issues on the effects of music on society will be studied. A variety of composers, style periods, and/or genre will be studied as appropriate in a given semester.

## Philosophy

**PHI 5043 History of Philosophy: Ancient.** Critical study of the early Western philosophers, primarily from the pre-Socratics through Plato and Aristotle. May include brief introduction to major Hellenistic philosophies such as Epicureanism, Stoicism, and Skepticism.

**PHI 5053 History of Philosophy: Modern.** Critical study of representative work from major philosophers of the 17<sup>th</sup> and 18<sup>th</sup> centuries, most notably Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, and Kant.

**PHI 5073 20<sup>th</sup> Century Philosophy** Critical study of the major developments in analytic philosophy through the 20<sup>th</sup> century (e.g., work by philosophers such as Russell, Kripke, and Quine).

**PHI 5003 Special Topics** This course focuses on various topics of philosophical importance. Examples of such topics include Philosophy of Science and Asian Philosophy as well as courses on Metaphysics and Epistemology more generally. Course content varies, so students may take this course twice for a total of six hours of credit, but only when the topics are different.

**PHI 6493 Readings in Philosophy** Graduate level directed readings in a philosophical area chosen by the student.

## Physical Science

**PHS 5183 Higher Order Thinking in Science** This laboratory-based course stresses the learning of science as active, integrated, constructive processes involving experimentation, investigation, communication, reasoning and problem solving. The course builds foundations in content to show connections and relevant applications in the areas of life systems, earth systems, and physical systems. The goals of the course are to help teachers extend content learning, to help teachers create successful learning environments for every student by teaching them to use manipulatives, calculators, science equipment, and various learning strategies, and to provide access to appropriate materials, equipment and technology.

## Political Science

**PSC 5053 American Constitutional Development** The American Constitution from its colonial origins to the present: emphasizes the forces and philosophies that influenced its forming and its subsequent development by formal amendment, statutory elaboration, judicial interpretation and change in usage.

**PSC 5073 Social and Political Thought** (See HIS 5713.)

**PSC 5093 International Relations** This course is devoted to questions, issues, and problems that states and their governments have raised as a result of their relations as members of the international community.

**PSC 5103 American Foreign Policy** (See HIS 5233.)

**PSC 5133 Political Behavior** This course examines the factors that influence the political behavior of the American People. It analyzes political socialization, political psychology, ideology, group differences, and how these factors affect the performance of democracy. How opinions are measured, the influence of the new media and variations in political culture will also be examined.

**PSC 5163 Public Policy** A study which introduces the students to the policy process: policy formulation, policy analysis, policy implementation, and policy evaluation.

**PSC 5173 Rights, Freedoms and Justice** A study of leading U.S. Supreme Court decisions on individual liberty and equality, including the social effects of those decisions.

**PSC 5223 The American Presidency** This course focuses on the origins and evolution of the American Presidency.

**PSC 5233 Comparative Politics in the Middle East** A comparative study of the major nation-states in the Middle East.

**PSC 5243 Comparative Politics in Africa** A comparative study of the major nation-states in Sub-Saharan Africa.

**PSC 5303 Research Methods** A graduate course focusing on the research processes in political science and public administration and public management. It analyzes research design, research problems, hypotheses, measurement, sampling, data collection, data processing and analysis. The students also learn to use Statistical Package for Social Sciences (SPSS) for data analysis.

**PSC 6183 Seminar in Politics** A treatment of selected aspects of American, foreign, and international politics. May be repeated with a change of instructor for a maximum of six (6) hours credit.

**PSC 6971-6 Master's Thesis Research**

**PSC 6983 Special Topics in Political Science**

## Psychology

**PSY 5001, 5002, or 5003. Special Topics in Psychology** This graduate course is an elective designed for faculty to teach special courses in their areas of expertise, to offer courses of particular interest to students, and to address contemporary issues in the study of psychology. The topics will vary each time the course is taught, and will be announced when the course is offered. To meet specific needs, some upper-level undergraduate courses (e.g., *Advanced Statistics, Cognitive Psychology, Physiological Psychology*) can be offered for graduate course credit under this heading. Graduate-level special topics covered include *Personality Theories* and *Problems in Adolescence*. Course may be repeated when a different topic is taught.

**PSY 5353 Psychology in Literature** Psychological study of literature, exploring its structure, function, and psychological value. Topics of discussion include symbolism, archetypes, genres, the purpose of storytelling, applications of psychological theories and concepts, accuracy in the depiction of psychological variables and mental health professionals, how writing and reading reflect cognitive processes, and the therapeutic value of literature. Character analyses involve examination of personality, mental illness, developmental issues, conflicts, and motivation. This course counts as an interdisciplinary elective for Henderson's Master of Liberal Arts program and has been accepted as an elective for the Master of Science in Community Counseling.

**PSY 5723 Psychology of Religion** This course examines the empirical data and psychological theories involving religious beliefs, practices, and experiences. At completion of this course, students should be knowledgeable of the psychological functions of religion for individuals. This course counts as an interdisciplinary elective for Henderson's Master of Liberal Arts program.

## Sociology

**SOC 5063 World Cultures** A worldwide survey of traditional Non-Western cultures, from small scale foragers and farmers to socially complex Non-Europeans of the recent past and present.

**SOC 5123 Seminar in Sociology** An analysis of selected aspects of social organizations.

**SOC 5183 Death and Dying** An inquiry into various issues in dying, death, and bereavement, with attention to existing research, pertinent theory, relevant social organization and processes, and philosophical and ethical questions. An experiential study which examines feelings and attitudes toward death of others and of one's self.

## Statistics

**STA 5013 Applied Regression Analysis** Simple linear regression and associated special topics, multiple linear regression, indicator variables, influence diagnostics, assumption analysis, selection of "best subset", nonstandard regression models, logistic regression, nonlinear regression models. Prerequisite STA 2323 and departmental permission

**STA 5023 Applied Analysis of Variance** One way ANOVA, two-way additive ANOVA, two-way ANOVA with interaction, analysis of covariance, Levene's Test for homogeneity, ad hoc procedures, Kruskal Wallis Test, Randomized F test, and an introduction to experimental design. Prerequisite STA 2323 and departmental permission

**STA 5033 Distribution-Free Statistical Methods** Comparison of classical and distribution-free test of hypotheses, test assumptions, efficiency and related characteristics, Fisher's method of randomization, ranking tests, tests based on the binomial distribution. . Prerequisite STA 2323 and departmental permission

**STA 5043 Statistical Analysis of Time Series** Time series components, descriptive smoothing methods, regression models for time series data, forecasting via exponential smoothing, evaluation of forecasts, autocorrelation, ARIMA models and Box-Jenkins methods, combining forecasts, frequency domain analysis, filtering. . Prerequisite STA 2323 and departmental permission

**STA 5433 Probability and Statistics II** See MTH 5433

## **Theatre**

**THA 5091-3 Theatre Production Techniques.** Special studies in performance or design/technical aspects of theatre. Students work closely under the supervision of faculty directors or designers. Approval of instructor.

**THA 5141-3 Individual Study\*** This intensive course is open to advanced graduate students with intellectual curiosity regarding specific problem areas. Problems must be selected with approval of major advisor before registration.

**THA 5141-3. Independent Study.** Open to advanced students with intellectual curiosity regarding specific problem areas. Problems must be selected with approval of major advisor before registration.

**THA 5173 Theatre Dramaturgy.** Seminar in the cultural and aesthetic principles informing and defining the theatrical performance including the exploration of text analysis, the research process necessary for the production of a script, the multiple contexts of a script in performance, and the discovery of style as it relates to the production of a script. Includes readings in classical and contemporary dramatic literature, theory, and criticism. Prerequisite: THA 2103 – Play Analysis.

**THA 5373 Repertory Theatre.** Production of plays as a repertory company outside of the normal co-curricular production program. Sessions consist of laboratory work preparing scenery, lighting, costumes, makeup, properties, and rehearsal of plays in production.

**THA 5443 Theatre History I: Origins to 1800.** A course in the history of the theatre and its literature from its origins in primitive ritual to classical Greece and Rome through the medieval

period, the European Renaissance, and the 18th century. Emphasis will be on the theatre as an institution and art form. Prerequisite: THA 2103 – Play Analysis or consent of instructor.

**THA 5453 Stage Management.** Study of the role of the stage manager, including effective organizational and management techniques used in university, community, and professional theatres. Special emphasis on communication, leadership styles and team building. Some attention to theatre management as it relates to policy making, audience building, play selection, staff organization, and budget preparation. Prerequisite: THA 2033 – Humanities: Theatre Arts.

**THA 5463 Theatre History II: 1800 to Present.** A course in the history of the theatre and its literature covering the major developments of the 19th, 20th, and 21st centuries. Emphasis will be on the theatre as an institution and art form. Prerequisite: THA 2103 – Play Analysis or consent of instructor.



# SCHOOL OF BUSINESS

## Description of Courses

### Accounting

**ACC 5113 Advanced Auditing** A study of advanced issues including, computer-based information systems, fraud, Security and Exchange Commission regulations, and sampling through the case approach. Prerequisite: ACC 4093.

**ACC 5173 Advanced Federal Income Tax** A study of the Internal Revenue Code as it applies to partnerships, corporations, and estates and trusts. Prerequisite: ACC 4163.

**ACC 5223 Special Studies in Accounting** Individual or group research and seminar discussions on special issues in the field of accounting. Prerequisite: ACC 2023 and consent of instructor.

**ACC 5243 Not-for-Profit Accounting** The study of accounting procedures and regulations required for federal, state, and local governmental agencies; in addition the course reviews required accounting principles for non-profit hospitals, public colleges and universities, public schools and other non-profit organizations. Prerequisite: ACC 2023.

**ACC 6123 Accounting for Business and Financial Management** The application of accounting to firms in manufacturing, retailing, and service industries. The course emphasizes using accounting information to make management decisions: includes analyzing financial statements, cost analysis, budgeting, and capital investment decisions. Prerequisite: ACC 2023.

**ACC 6233 Special Problems** An individual study of advanced accounting topics. Prerequisite: Consent of instructor.

**ACC 6263 Accounting Theory** The primary objective of this course is to explore the theoretical foundations of Generally Accepted Accounting Principles. The students should also learn the basics of researching a financial accounting problem. This course will utilize the case method of instruction, a method which requires (among other things) self-motivation, critical thinking and communication skills (both written and oral).

**ACC 5243, Professional Accounting Certification.** By utilizing one of the national review preparation programs, candidates are able to prepare for professional accounting certification such those leading to CPA or CMA status and to develop an understanding of the concepts and theories underpinning professional accounting issues.

**ACC 5283. Accounting Internship.** The course provides students with a hands-on, practical, business-world experience in Accounting. Through an internship, students will have firsthand experience applying academic knowledge and skills, interact and communicate with business professionals, while building a network of professional contacts and gaining self-confidence. Three semester hours credit maximum. Approval is required from the internship director and a faculty member in the student's focus area. Graduate internships must be approved by the MBA director. Current employment may NOT be used for credit in this course. Prerequisite: Instructor consent and other appropriate approvals. This is a credit/no credit course.

## Economics

**ECO 6213 Economic Analysis for Managerial Decisions** An application of micro- and macroeconomic theories to managerial decision making including demand and cost analysis, theory of the firm, monetary policy and the Federal Reserve System with an emphasis on quantitative economic analysis. Prerequisites: ECO 2013, 2023; GBU 3133.

**ECO 6043 Public Economics** Government plays a central role in the lives of all Americans, yet there is ongoing debate regarding the proper role of government. This course prepares students to think economically in a public managerial context—whether as policymakers themselves or as managers operating within a given policy context. The evolving role of government and exciting contemporary policy debates motivate each topic. This course may be taken prior to ECO 6213. Prerequisite: ECO 2013 Microeconomics.

## Finance

**FIN 5073 Advanced Financial Management** A study of the corporate finance function with emphasis on financial analysis techniques for decision making. Topics include leasing, capital structure, dividend policy, international finance, financial derivatives and mergers and acquisitions. Prerequisite: FIN 3043.

**FIN 5103 Investment Principles** Foundations for investment decision-making are covered. This course involves a study of the characteristics of all types of investment securities, the types of investment risk, and the worth and suitability of various types of securities for investors in different circumstances and with different investment objectives. Growth factors in investment and investment strategies for both limited-income securities and variable-income securities are investigated. Emphasis is focused on common stocks and equity-investment vehicles such as investment company shares and variable annuity contracts. Prerequisite: FIN 3043.

**FIN 5163 Special Studies in Finance** Individual or group research and seminar discussions on special issues in the field of finance. Prerequisite: FIN 3043 and consent of instructor.

**FIN 5213 Security Analysis & Portfolio Management** Students will actively manage the Ross Whipple Student-Managed Investment Fund while learning to evaluate and price stocks as well as other securities. Topics include modern portfolio theory, risk and return assessment, financial statement analysis, and analysis of market trends. Prerequisites: FIN 3043, or instructor consent.

**FIN 5221 Portfolio Management Lab** Students actively manage the Ross Whipple Student Managed Investment Fund. Activities include the analysis of the overall economy, sectors, and individual companies as well as the reporting of such analysis to fund stakeholders. This course may be repeated for a maximum of 3 hours credit. Co-requisites: FIN 4103, 5103 or FIN 4213, 5213 or Prerequisite: FIN 4103 or FIN 4213.

**FIN 6113 Managerial Finance** This course addresses "real world" issues from both theoretical and practical standpoints for most types of businesses, proprietorship, partnership, and corporation. The specific objectives for the course include the following: 1) financial management of the firm with special emphasis on financial planning, capital budgeting, and cost of capital concepts; 2) an analysis of management aspects relating to the inflow and outflow of

capital in business enterprise; and 3) practicing financial decision making through case methods. Prerequisite: FIN 3043.

**FIN 5253. Finance Internship.** The course provides students with a hands-on, practical, business-world experience in Finance. Through an internship, students will have firsthand experience applying academic knowledge and skills, interact and communicate with business professionals, while building a network of professional contacts and gaining self-confidence. Three semester hours credit maximum. Approval is required from the internship director and a faculty member in the student's focus area. Graduate internships must be approved by the MBA director. Current employment may NOT be used for credit in this course. Prerequisite: Instructor consent and other appropriate approvals. This is a credit/no credit course.

### **General Business**

**GBU 5003 Internship in Business** The course provides students with a hands-on, practical, business-world experience in their field of study. Through an internship, students will have firsthand experience applying academic knowledge and skills, interact and communicate with business professionals, while building a network of professional contacts and gaining self-confidence. Three semester hours credit maximum. Approval is required from the internship director and a faculty member in the student's focus area. Graduate internships must be approved by the MBA director. Current employment may NOT be used for credit in this course. Prerequisite: Instructor consent and other appropriate approvals. This is a credit/no credit course.

**GBU 5153 Commercial Law** A study of the laws applicable to commercial transactions. Areas of law covered include contracts, the law of sales, commercial paper, secured transactions, suretyship, creditor rights, bankruptcy, and lender liability. Prerequisite: GBU 3143.

**GBU 5163 The Law of Business Organizations** A study of the laws applicable to business organizations. Topics covered include agency law, partnerships, corporations, property rights, and the regulation of business, including antitrust, securities regulation, and employment discrimination. Prerequisite: GBU 3143 or consent of instructor.

**GBU 5172 Business Mentorship Experience** This course provides students with mentors who are successful professional businessmen and women. They will provide opportunities and guidance for practical application of skills students have developed in their course work. Insight is given on successful ways to enter and function in the business world. Mentors offer suggestions on improving personal and professional skills so students will be more marketable. Prerequisites: Students must fill out an application to enter this course and receive consent of the instructor. Students should plan to commit to both the fall and spring semesters for maximum benefit from this course. This is a credit/no credit course.

**GBU 5223 Applied Entrepreneurship** This course is designed to develop and understanding of entrepreneurship and the business planning process. Topics will include entrepreneurial mindset, developing business plans, marketing, managing operations, and financial management. Interested students should have a basic business idea in order to successfully complete the

course. Prerequisites: GBU 4213 or MGM 4143. Instructor approval required to register for this course.

## **Management**

**MGM 5023 Human Resource Management** The primary objective of this course is to provide the student with an overview of contemporary human resource practices as they relate to the management of individual organizations. Major topics covered include: environmental and legal aspects, staffing, development, compensation, safety and health, and employee relations. Prerequisite: MGM 3113 or equivalent.

**MGM 5053 Non-Profit Management** This course is designed to introduce students to the theory and practice of nonprofit management. Students will be introduced to management, leadership, accountability and performance, marketing and communications, as well as ethical and the legal foundations of non-profit management. Special topics such as advocacy and lobbying, governing and managing international organizations, and social entrepreneurship will be covered. The service-learning component of this course will give students opportunity to study a non-profit organization.

**MGM 5063 Grant Writing and Non-Profit Funding** This course will introduce students to how nonprofits obtain and manage financial resources. Areas of focus include philanthropic fundraising, earned income strategies and government support. It examines the strategies and execution of grant and proposal writing as well as contract administration in the nonprofit and governmental sectors. Students will engage in all aspects of grant and proposal writing, including how to efficiently and effectively describe program design, outcomes, objectives and methodology, data management, evaluation, and budget development applied to the preparation of an actual proposal. Students will also examine the contract administrative responsibilities resulting from successful grants and contracts, including monitoring and reporting program and fiscal data.

**MGM 5073 Operations Management** A study of the principles and quantitative techniques of management utilized by the operations manager in the allocation of resources in manufacturing and service firms. The application of classical quantitative methods and current management science techniques to business problems. Prerequisites: GBU 2013, 2072, 3133; MGM 3113 or equivalent.

**MGM 5083 Public Budgeting and Finance** This course covers budgeting in a broad perspective providing a familiarity with the economic and political implications of budgeting at the state and local levels of government. Topics covered include the budgetary process, types and uses of budgetary systems with focus on performance-based budgeting, performance measurement, audit and evaluation of performance budgeting at the three levels of government. It will also include financial management of public and nonprofit programs.

**MGM 5143 Small Business Management** This course is designed to develop an understanding of the many facets involved in developing, owning, and operating a small business. Topics will include entrepreneurial opportunities, developing business plans, marketing, managing the operation, and financial management. A business plan for the start-up of a new firm or the

purchase of an on-going business is required. Prerequisites: MGM 3113; MKT 3013 or equivalent.

**MGM 5153 Organizational Leadership** A study of the influence that leadership has on organizations. Topics covered will include human behavior in organizational settings; individual, team and organizational motivation factors; decision making and problem solving; group and team management; and organizational change and development. Prerequisite: MGM 3113.

**MGM 5193 International Business** Introduction to the environment of international business with emphasis on cultural diversity, international institutions, government-business interface, and global competition. Case studies will be used to emphasize issues. Country studies (both written and oral) will be developed and presented. Prerequisite: MGM 3113.

**MGM 5243 Special Studies in Management** Individual or group research and seminar discussions on special issues in the field of management. Prerequisite: MGM 3113 and consent of instructor.

**MGM 5253 Advanced Human Resource Management** This course studies problems in the field of human resource management, emphasizing development of the ability to analyze problems and to apply management fundamentals to the human resources arena through cases, exercises, readings, debate, projects and simulation. Students will develop a research paper on a human resource topic to be submitted for oral presentation and publication.

**MGM 5273 Quantitative Management in Spreadsheets** The course uses Excel spreadsheets as the medium for teaching quantitative management concepts. Coverage includes regression analysis, time series analysis and forecasting, optimization and simulation modeling. This course meets in the computer lab for its entire duration. Knowledge of Microsoft Excel, Word, and at least junior standing are required for all students.

**MGM 6123 Organizational Strategy** The course examines the key issues involved in formulating and implementing corporate strategies. These issues are approached from the position of the general manager, who must analyze complex business situations and find realistic solutions to strategic and organizational problems. The course merges various functional areas and provides students with a "total business" perspective on corporate and international strategy. Students also receive an overview of contemporary business and its future. Prerequisite: MGM 3113.

**MGM 6183 Trends in Management** A seminar on selected concepts and theories in the field of management. The purpose of the course is to examine recent developments in the field of management. Prerequisite: MGM 3113.

**MGM 6193 Policy Formulation and Implementation** This course focuses on policy formulation techniques, implementation, and evaluation. It covers areas such as identification of policy needs, policy issues, goals and objectives, policy adoption, problems of implementation and evaluation.

**MGM 5283. Management Internship.** The course provides students with a hands-on, practical, business-world experience in Management. Through an internship, students will have firsthand experience applying academic knowledge and skills, interact and communicate with

business professionals, while building a network of professional contacts and gaining self-confidence. Three semester hours credit maximum. Approval is required from the internship director and a faculty member in the student's focus area. Graduate internships must be approved by the MBA director. Current employment may NOT be used for credit in this course. Prerequisite: Instructor consent and other appropriate approvals. This is a credit/no credit course.

## **Marketing**

**MKT 5033 Retailing** This course presents the principles and methods of modern retailing with particular emphasis on entrepreneurship and global and ethical issues. Project, paper, and presentation required. Prerequisites: MKT 3013.

**MKT 5053 Promotional Management** A course designed to improve the student's understanding of all of the major marketing communication functions: advertising, direct marketing, sales promotions, and personal selling. Promotion project required. Prerequisite: MKT 3013.

**MKT 5113 Marketing Research** Basic research concepts and techniques are applied to a marketing problem. Course is project based with a paper and presentation required. Prerequisites: GBU 2013, GBU 3133; MKT 3013.

**MKT 5133 Special Studies in Marketing** Individual or group research and seminar discussions on special problems in the field of marketing. Prerequisite: MKT 3013 and consent of instructor.

**MKT 5153 Sales Management** Sales management is the analysis of principles and techniques of personal selling and problems facing the sales executive with emphasis on policy matters. Particular attention is paid to organizing, directing, and controlling the sales force with a focus on practical skills, ethical and legal responsibilities. Prerequisite: MKT 3013

**MKT 5163 Consumer Behavior** An analysis of consumer motivation, buying behavior, market adjustment, product innovation and adaptation, and consumer market measurement. Consumer decision making is evaluated in relation to psychological drives and sociological concepts used by producers, middlemen, and consumers. Prerequisite: MKT 3013.

**MKT 6063 Marketing Seminar** A graduate marketing seminar to provide a comprehensive knowledge of marketing strategy and marketing program development. Students will solve business problems using case analyses. They will be expected to read widely in the marketing literature and complete a project and/or simulation. It is recommended that this "capstone" course be taken near the end of the student's program of study. Prerequisite: MKT 3013.

**MKT 5143 Marketing Internship.** The course provides students with a hands-on, practical, business-world experience in Marketing. Through an internship, students will have firsthand experience applying academic knowledge and skills, interact and communicate with business professionals, while building a network of professional contacts and gaining self-confidence. Three semester hours credit maximum. Approval is required from the internship director and a faculty member in the student's focus area. Graduate internships must be approved by the MBA director. Current employment may NOT be used for credit in this

course. Prerequisite: Instructor consent and other appropriate approvals. This is a credit/no credit course.

## **Management Information Systems**

**MIS 5043 System Analysis & Design** The study of the analysis, design, and implementation of information systems used to assist organizations in decision making. Emphasis is placed on the systems approach to decide what information is needed and how it should be collected, organized, and stored. The course examines the impact of information systems upon the organization structure. Prerequisites: BIS 3103 and junior-senior standing.

**MIS 5083 Independent Study** Prerequisite: Instructor consent.

**MIS 5093 Special Topics** Prerequisite: Instructor consent.

**MIS 6253 Strategic Information Systems** This course examines the various ways in which information technology can be leveraged by an organization for competitive advantage and addresses the issue of IT strategy and evaluation. Attention is given to strategic implementation of technology, developing and maintaining secure and effective systems, and externally focused systems. Prerequisites: MGM 3113; BIS 2073.

**MIS 5283. MIS Internship.** The course provides students with a hands-on, practical, business-world experience in Business Information Systems. Through an internship, students will have firsthand experience applying academic knowledge and skills, interact and communicate with business professionals, while building a network of professional contacts and gaining self-confidence. Three semester hours credit maximum. Approval is required from the internship director and a faculty member in the student's focus area. Graduate internships must be approved by the MBA director. Current employment may NOT be used for credit in this course. Prerequisite: Instructor consent and other appropriate approvals. This is a credit/no credit course.

# TEACHERS COLLEGE, HENDERSON

## Description of Courses

### EDUCATION

**BTE 4063, 5063. Business and Technology Applications** The course will involve an investigation of materials, methods, and techniques used in teaching business technology applications. Emphases will be on proficiency in the use of applications and the integration of applications. Fall only. *Prerequisite:* Keyboarding proficiency strongly recommended.

**BTE 4153, 5153 (WI) Current Trends and Problems in Business and Technology Education.** A course for the study of current issues, program development, curriculum design, etc. in business and technology education. Fall only.

**BTE 4991-3, 5991-3 (WI) Business and Technology Education Workshop.** Workshops focus on a current topic or trend in middle or secondary business and technology education and will include teaching methodology. Spring only.

**EDL 6123 Research for Educational Practitioners** This course introduces candidates to research techniques applying action research. The topic should address some issue within their own campus. The action research project will be completed and results presented at the end of the course.

**EDL 6213 Organization Leadership** This course provides an overview for all the areas important to a building administrator. It begins with the visioning process, looks at types of leaders, decision-making, professional development, supervision, budgeting and personnel and legal issues.

**EDL 6223 Supervision and Education Leadership** The philosophy, administration, and practice of supervision for the improvement of instruction on the elementary and secondary levels. The course will prepare the candidates with skills needed to implement the TESS evaluation system in Arkansas public schools.

**EDL 6333 School Finance and Resources Management** This course provides an overview of school resource management; a study of fund sources, equity and adequacy in school finance, principles of budgeting and cost accounting, the relationship of education to economics, Arkansas school finance, human resource management and related finance issues.

**EDL 6343 School and Community Resources and Relationships** This course will provide the candidate with the knowledge and dispositions needed to facilitate and engage in effective collaboration with both internal and external publics within the school and community. Emphasis will be placed on involvement of all stakeholders in the development and implementation of an effective school-community relations program that mobilize community resources needed to ensure success of all children.



**EDL 6453 Educational Law and Political Systems** This course examines legal processes as they affect American education, with special reference to Arkansas statutes and cases. The course is directly concerned with topics of primary interest to school administrators including student rights, teacher rights, the education of persons with disabilities, desegregation, tort liability, and contractual relationships of teachers, administrators, and other district employees.

**EDL 6533 Principal Internship P-12** Candidates work in a P-12 public school setting(s) under the guidance of a public school principal(s) at both the elementary level and secondary level and a university professor to accrue appropriate hours to complete the internship requirements. . This work will involve the organization, administration, and operation of the school. Experiences will include interaction with social service agencies as well as private and community organizations. In addition, students will develop an action research field project with the approval and cooperation of the school principal.

**EDL 6553 21st Century Skills in Educational Technology** This course will allow candidates to take a deep look at emerging software and applications that will benefit the building level leaders in development of instruction and management of the school. The goals of this course are to allow candidates to become instructional technology leaders at the building and/or district level for the improvement of education for all students and teachers. This course will also allow candidates to review emerging software, applications, and hardware that will benefit the building level leaders in the development of instructional support, professional development and technology management of the school. The goals of this course are to allow candidates to become instructional technology leaders at the building and/or district level for the improvement of education for all students and teachers.

**EDL 6623 Curriculum Strategies for Educational Leaders** This course focuses on the interaction between curriculum, instruction, and assessment as essential to student achievement. It examines the role of the principal as a facilitator of curriculum design and implementation.

**EDL 6653 CPA Internship for Special Education Supervisor** Candidates work in a P-12 public school setting(s) under the guidance of a licensed special education supervisor and a university professor for a minimum of 217 clock hours. This work will prepare graduate candidates for senior level special education administration positions.

**EDL 6693 Technology for School Leaders** This course focuses on the use of technology across all functions of a school system. The course focuses on the leader's role for the utilization of technology in the schools.

**EDL 7113 Executive Leadership** This course explores the personal leadership style, knowledge, skills, and attributes of effective leadership. It is designed to develop the skills of the school leader in developing vision and purpose of the school, use information, frame problems, and act ethically in the context of the role of educational leader.

**EDL 7123 Organizational Management (School Facilities Planning and Management)** This is a course in planning, financing, constructing, maintenance, and operations of the school plant. This course will prepare district leaders with increased knowledge for creating appropriate twenty-first century educational learning environments.

**EDL 7273 Program Improvement and Design** This course provides the candidate with opportunities to assess data and investigate strategies to improve instructional practices leading to improved student achievement. The candidate will examine a variety of program design and develop plans to evaluate the effectiveness of existing programs.

**EDL 7233 Advanced Research Methods** This course is designed to prepare educational leaders to become more effective and efficient administrators through the application of educational research in the school setting. Emphasis is placed on the use of state and local school or district data, data analysis, interpretation, and reporting.

**EDL 7363 Governance and Politics** This course focuses on relationships between the superintendent and the school board, collaborative duties of the superintendent and the school board, and requirements of the law for all issues concerning school district practices.

**EDL 7473 Leadership for Curriculum and Instruction** This course encourages candidates to construct insight related to the philosophical, theoretical and historical foundations of curriculum and educational improvement. The main course goal is for students to examine curricular theory and research as they apply to educational transformation in leadership and instruction. Such inquiry is conducted in the context of the social, psychological and political milieu for curriculum and schooling.

**EDL 7483 Human Resources and Accountability** This course is a study of the administrator's role in recruitment, selection, induction, retention, classification, evaluation, and dismissal of school employees, including licensed and classified personnel.

**EDL 7593 Fiscal Resources and Accountability** This course focuses on the development of sound fiscal management procedures, development of accountability and auditing factors associated with effective school management.

**EDL 7613 Mentorship in Educational Leadership** This course provides significant opportunities in the workplace that gives the leadership candidate the opportunity to synthesize and to apply the strategic, instructional, organizational, and contextual leadership competencies of the program of study. Candidates work under the guidance of a district level administrator and a university professor on authentic problems and activities that require candidates to demonstrate leadership skills and practices fundamental to the performance of a district level administrator. Experiences are jointly planned and supervised by university and district level personnel.

**EDL 7633 Curriculum Alignment and Assessment** This course introduces administrators to methods and procedures for effective curriculum design, development, and implementation. It includes the implementation of effective assessment practices.

**EDL7643 CPA Internship for Curriculum Specialist** The Curriculum Program Administrator Internship is designed to give curriculum and subject area specialists an opportunity to translate theory into practice. During the internship, the student must work in an apprenticeship setting with a licensed curriculum practitioner in the intended area of specialization. The internship is intended for students seeking licensure as a Curriculum Program Administrator.

**EDL 7703 Integrating Technology** This course addresses specific technologies and how to integrate them into instruction. Integrating technology into the curriculum requires both technological skill and knowledge of curricular and pedagogical issues entailed in the process. Thus, in addition to developing specific technological skills, candidates will explore different ways of using technology in instruction, assessment, research, and professional development. Candidates examine current technological trends, pedagogical issues, and scholarly research addressing the integration of technology in teaching and learning.

**EDL 7713 Technology for Communications** In this course candidates will examine uses of technology to market school districts and to increase communication with all stakeholders. Candidates learn to use various technology to communicate with the school and business community.

**EDL 7723 Technology for District Administrators** District level leadership candidates will learn to use technology to collect and analyze data and examine security measures needed to protect district technology systems. Candidates will be introduced to social, legal and ethical issues arising out of the use of technology. The course will focus on district technology planning and funding.

**EDE 5573 Early Childhood Curriculum** A study of the foundations of early childhood education and the formulation of an approach to curriculum development based on a consistent educational philosophy.

**EDE 6703 Practicum in Early Childhood** Supervised observation and participation in an approved early childhood education program.

**EDU 5313 Strategies for the Middle School** Materials and methods for teaching middle level students.

**EDU 5483 Acquisition of English as a Second Language** A study of theories of acquisition of English as a second language, including the various stages of language development. It will examine the cognitive, physical, social, and emotional factors impacting the second language learner. Emphasis will be placed on instructional strategies promoting acquisition of English as a second language.

**EDU 5533 Methods and Materials for Teaching Limited English Proficient Students** The purpose of this course is to aid teachers in instructing limited English proficient (LEP) students. Current methods and materials for English as a Second Language (ESL) and bilingual instruction will be presented. Specific areas covered will include second language acquisition, language assessment, reading strategies, content area strategies, and cultural considerations.

**EDU 5543 Teaching People of Other Cultures** The objective of this course is to assist educators in working with a growing and unique segment of population with multicultural and multilingual backgrounds. Emphasis will be placed on increasing educators' knowledge and sensitivity to the needs of culturally diverse students. Focus will also be placed on the strategies necessary to address students' needs.

**EDU 5583 Classroom Management** This course provides information related to the implementation of rules and procedures, use of lesson plans as management tools, practical application of discipline models, and skills needed for effective communication. Content includes analysis and discussion of cases and research of current resources. Fall only

**EDU 5603 Second Language Assessment** The purpose of this course is to aid teachers in the use and interpretation of various instruments designed to assess the needs of limited English proficient (LEP) students. Formal and informal assessment instruments in both English and native languages will be included. Particular attention will be placed on assessments to determine the level of English language proficiency of students.

**EDU 5623 Economics Seminar** A study of general and special topics in Economics as well as methods and techniques for the teaching of economics in public schools. A survey of curriculum materials available is conducted. Not for Business majors.

**EDU 5833 Special Methods Business and Technology** Materials, methods, and techniques for teaching vocational/business education and related subjects.

**EDU 5843 NBPTS Pre-Candidacy** This course is designed to aid those teachers who are interested in seeking National Board Certification. Guidance on completing major NBPTS assignments and tests will be the major focus of the course.

**EDU 5854 Special Methods and Lab FCS** This course emphasizes techniques for teaching, educational objectives for curriculum planning, using instructional technology, public relations practices, and guidelines for presentations specific to Family and Consumer Sciences.

**EDU 5993 Workshop or Seminar** A workshop in an area of teacher education.

**EDU 5996 Workshop or Seminar** A Workshop in an area of teacher education.

**EDE 6033 Advanced Elementary STEM Methods I** An introduction to the advanced methods of elementary school pedagogy focusing on integrated curriculum, project-based learning, community involvement, and technology integration.

**EDE 6133: Advanced Elementary STEM Methods II** A continuation of the study of advanced methods of elementary school pedagogy focusing on planning, teaching strategies, management, assessment, and differentiation in the content areas of Science, Technology, Engineering, Mathematics, Language Arts, and Social Studies. The focus of this course is content pedagogy in relation to the 21st century skills of collaboration, communication, creativity, and critical thinking.

**EDU 6053 Special Problems** Individually designed problems in various areas of professional education. Readings, research, observation, and reports.

**EDU 6161 Field Experience 1** This course will focus on preparing education professionals to better understand the characteristics of a highly effective teacher by investigating topics that may

include multiculturalism, English as a Second Language, parenting, infusing technology and teaming. The content-focused observation component (at least two classroom observations) will be based upon the national content standards as well as Charlotte Danielson's Framework for Teaching/TESS. Collection of content portfolio artifacts will be emphasized. Only MAT candidates may enroll.

**EDU 6162 Field Experience 2** This course will focus on preparing education professionals to better understand the characteristics of a highly effective teacher by investigating topics that may include the classroom environment, teaching methods and strategies, using assessments in instruction, multiculturalism, Blooms Taxonomy, and infusing technology. The content-focused observation component (at least two classroom observations) will be based upon the national content standards as well as Charlotte Danielson's Framework for Teaching/TESS. Only MAT candidates may enroll.

**EDU 6163 Field Experience 3** This course will focus on preparing education professionals to become reflective lifelong learners and highly effective professionals. Course components include at least one clinical classroom observation based on based upon the Teacher Excellence and Supporting System (TESS)/ Charlotte Danielson's Framework for Teaching. The course will include the opportunity for candidates to select and implement teaching methods/strategies for a unit of study in their classroom to demonstrate and evaluate their impact on student learning. Candidates will present their impact on student learning project to evaluators to demonstrate how their teaching addresses Danielson's Domains, National and State Standards, and Teachers College, Henderson Dispositions. Only MAT candidates may enroll.

**EDU 6303 School and Community Relations** This course will focus on the theories, research, and legislation that pertain to developing cooperative relationships between schools, parents, and the local community for the benefit of students.

**EDU 6383 Introduction to Teaching** This course focuses on preparing education professionals to become highly effective teachers by investigating topics that may include the establishing a classroom environment, teaching methods and strategies, using assessments in instruction, professional responsibilities, and infusing technology. Danielson's four domains of effective teaching are presented. Only MAT candidates may enroll. Fall only

**EDU 6413 Introduction to Research** A study of the many types of research methods applicable to the several academic disciplines, including techniques for the interpretation, the reporting, and the presentation of research.

**EDU 6640 MAT Orientation** MAT orientation is an introduction to teacher education and the teaching profession. This course is an overview of Teachers College, Henderson, MAT program of study, licensure, and Charlotte Danielson's Framework for Teaching, and the Teacher Excellence and Supporting System (TESS). This course includes five required days of intensive training prior to the beginning of the school year. Tk20 accounts are purchased as part of this course for the purpose of creating a professional portfolio. MAT candidates must receive course credit (CR) by the end of the fall term. The clinical field experience observation component (at least two classroom observations) will be based upon the Teacher Excellence and Supporting

System (TESS)/ Charlotte Danielson's Framework for Teaching. The collection of portfolio artifacts and reflection on Danielson's domains 1-4 will be emphasized. Only MAT candidates may enroll.

**EDU 6483 Advanced Instruction Methods and Procedures** The purpose of this course is to help graduate students become effective and efficient classroom teachers by presenting and modeling methods and techniques used in various classroom settings. Students will apply the basic principles of Danielson's domains in public school classrooms. Only MAT candidates may enroll. Secondary candidates may be allowed to substitute a graduate-level content methods course for this course requirement. See advisor for approval.

**EDU 6513 Advanced Foundational Studies** A course which extends the undergraduate foundations to the advanced level in areas of Institutional, Psychosocial, Pedagogical, and Clinical Foundations, with attention given to multicultural and global perspectives.

**EDU 6553 Action Research Practicum** Design, organization, and implementation of an action research project under the direction of the student's major advisor. Prerequisite: Completion of EDU 6413 or consent of the major advisor.

**EDU 6633 Curriculum Construction K-12** Various models and strategies for designing, developing and implementing K-12 curriculum are explored. Research and opinions of authorities are reviewed relative to past, present and emerging curricula and instructional practices.

**EDU 6653 Assessment and Educational Measurement** The purpose of the course is to provide students with a basic understanding of the formal and informal assessment process in the classroom, including the identification of various assessment methods and instruments, the analysis of assessment results, and the use of assessment data to direct learning in the classroom. Only MAT candidates may enroll. Spring only.

**EDU 6663 Advanced Child & Adolescent Development** This course is intended to actively involve students in an intensive study of the developmental traits of children and adolescents in ways that enhance and strengthen the impact of education professionals in the lives of students.

**EDU 6713 Advanced Children's Literature** Emphasis will be placed on analysis of children's literature and its use in developing learning skills with young children.

**EDU 6813 Educational Law for Teachers** A review of legal processes as they affect American education and Arkansas Public Schools with emphasis on student rights, tort liability, and contractual relationships of teachers, teacher rights and responsibilities, and other legal knowledge necessary for effective teacher rights.

**EDU 6963 Technology and Curriculum** This course is designed help students integrate technology into the curriculum. Students learn to select, use, and design technology based instructional teaching material which will engage learners. Students gain information about

using the Internet and other technological resources when designing curriculum. The ISTE NETS-T standards are emphasized.

## **COUNSELING**

**CED 5033 Marriage Counseling and Family Systems** Students will receive an introduction to the major theories and techniques of couples and family counseling including a working knowledge of family systems theories and their application in working with couples and families.

**CED 5073 Advanced Play Therapy** This course is an advanced course, focusing on theories and techniques, of play therapy, when applied to counseling children, adolescents, adults, and older adults. Emphasis is placed on the developmental, attachment related, and trauma related needs of individuals in the counseling process. Play therapy skills, techniques, and activities for all ages will be highlighted.

**CED 5653 Family Counseling and Parent Education** The basic philosophy and principles of helping families. The open forum method of interviewing families will be studied and practiced, combined with methods and techniques to help parents deal with family conflicts and discipline. This model is easily applied to the process of consulting with teachers about school-related discipline problems.

**CED 5713 Advanced Human Development** The study of human growth from infancy through adulthood, including theories of development in such areas as physical, mental, personality and social maturation, abnormalities and variations in development due to sex, culture, and environmental factors.

**CED 5723 Assessment in Counseling** A survey of the types and objectives of the various standardized tests used in the public school setting: achievement, mental abilities, aptitude, interest and self-appraisal instruments. Included in the course will be basic statistics necessary for the elementary understanding and interpretation of test data. Methods of study will include use of class lecture, research, films, and experience with test-taking and interpretation. Open to non-counseling majors.

**CED 6013 Introduction to Professional Clinical Mental Health** The basic philosophy and principles of the helping relationship and introduction to the management of organized counseling programs. Professional orientation studies of history, roles, professional organizations, ethics, standards, and credentialing. The introductory course for counselors-in-training and an elective for persons in other educational roles.

**CED 6023 Professional School Counseling** This course is designed to introduce students to the various tenets of the professional school counseling field. Specifically students will learn about ways to develop and implement developmental, comprehensive school counseling programs in schools at all grade levels. Students will learn about the primary domains from which all professional school counselors operate in order to meet the academic achievement of all students. A historical context will be reviewed as well as various reform efforts that have shaped the

school counseling field will be discussed. This class is only offered in the Summer Session. This course is a prerequisite for CED 6733, Counseling Theories.

**CED 6043 Psychopathology** This course is designed to assist the mental health practitioner in understanding psychological disorders that are experienced by adults. Students will be learn to distinguish between abnormal and normal behavior. In understanding mental disorders, students will learn about the signs, symptoms, behaviors and thoughts that the person experiences. Additionally, all mental disorders will be conceptualized within various schools of counseling theory that underlie clinical practice. Students will learn to use the DSM V. Additionally, this course will sensitize students to the role that culture and other diversity issues play in the diagnosis and treatment of psychopathology.

**CED 6053 Special Problems in Counseling** Due to unique and extenuating circumstances, a student may need to take a required or approved elective CED course during a semester when that course is not offered. By enrolling in Special Problems in Counseling, the student is able to take a course out of sequence by taking it on an individual basis. It is not an independent study course of the student or instructor's choosing. The same curriculum and requirements for the regular counseling courses will be used. Application to take Special Problems is made to the department chair. Students will meet regularly with an instructor on a period-arranged basis.

**CED 6063 Counseling Children and Adolescents/Intro to Play Therapy** This course is an introductory course, focusing on theories and techniques when applied to counseling children and adolescents. Emphasis is placed on the developmental needs of children and adolescents in the counseling process. Play therapy techniques for young children and creative techniques for adolescents will be highlighted.

**CED 6083 Research & Program Evaluation** A study of the many types of research methods applicable to the several academic disciplines, including techniques for the interpretation, the reporting, and the presentation of research. Also, the program development process, from needs assessment to program evaluation, will be covered

**CED 6093 Pre – Practicum** This course provides to provide an understanding of fundamental counseling skills such as relationship building, basic assessment, goal setting, selection of interventions, and evaluation of client outcomes. This course is intended for graduate students who have a working knowledge of counseling theory and would like to gain fundamental counseling skills. The course may also be beneficial for practicing counselors interested in enhancing their current skills.

**CED 6583 Counseling and Substance Abuse** The course reviews addictive processes and disorders from historical and current perspective. Included are theoretical models of understanding and treating misuse, abuse, and addiction. Assessments and comorbidity are reviewed to assess severity of addiction, develop treatment plans, and determine treatment setting.



**CED 6633 Supervision** This course will provide students with the experiences and theory necessary for supervising counselors in training. This class is only available to those who have their LAC.

**CED 6643 Sex Counseling** This course will consist of an exploration of the psychological, physiological, social, familial, and existential components of human sexuality. Specific attention will be given the following subjects: Sexual attitudes, beliefs, behaviors, dysfunctions, deviations, and counseling; AIDS, incest, sexual abuse and other deviations; gender and sex; and human sexuality in different cultures. The course will be adapted to the needs of students or professionals in educational, counseling, mental health, social, and family agencies. An integration of individual, marital, family, and sex counseling approaches will be presented. Particular attention will be paid to the ethics of sex counseling.

**CED 6673 Counseling Practicum** Practicum is a supervised, on-campus laboratory experience in application of theories and techniques of counseling. Practicum is a beginning counseling skills class. It is the beginning of the Clinical leg of your training. It is the prerequisite to Internship. Prerequisites: Introductory Course to Clinical Mental Health/School Counseling, CED 6093 Pre Practicum, CED 6733 Theories and CED 6743 Group Procedures.

**CED 6683 Psychopharmacology** The purpose of this course is to acquaint counseling students with the fundamentals of psychotropic drugs. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. Boundaries of practice and practical issues of assessment and referral will be covered. The overall aim of the course is to provide information about psychopharmacology to the non-medical mental health care provider so that s/he can be a more informed member of the mental health care team. This course does not purport to prepare the student to be any part of the pharmacological prescriptive process.

**CED 6733 Theories of Counseling** Major contemporary and historical theories in counseling and an introduction to their application in the counseling and consultation roles. Prerequisite: CED 5703.

**CED 6743 Group Procedures** This is a skills and content course designed to help you gain the rudimentary knowledge and skills for conducting group counseling. The course will focus primarily on therapy groups in a brief format, but will also include information about psycho-educational groups and longer term therapy groups. In each of these settings we will examine multicultural issues as they pertain to the group process. Although the class will have a specific focus, you will be encouraged to develop your own learning goals and to choose assignments that will help you attain those goals. Prerequisite: CED 6733.

**CED 6753 Career Counseling** This is a dedicated to theoretical and applied topics in career development and career counseling. Students will acquire and understanding of career development and career counseling theories, vocational issues of multicultural groups, vocational assessment and intervention techniques and occupational information.

**CED 6783 Case Management: K – 12** Laboratory and field experience with elementary or secondary school students including development and use of cumulative records, individual

programs of treatment and follow-up. Implementation of treatment and consultation to facilitate growth will be emphasized. This includes methods of enhancing teamwork within the agency and / or staff and community agency personnel.

**CED 6793 Case Management: Clinical Mental Health Counseling** Laboratory and field experience with community agency clients including development and use of cumulative records, individual programs of treatment and follow-up. Implementation of treatment and consultation to facilitate growth will be emphasized. This includes methods of enhancing teamwork within the agency and / or staff and community agency personnel.

**CED 6803 Internship Elementary (6 Hours)** Supervised field practice in working as a counselor in a school setting with elementary students. Three hundred (300) clock hours are required, one hundred and twenty (120) of which are face to face and (180) indirect. Students are strongly encouraged to complete all other required coursework prior to enrolling in Internship. And must complete Prerequisites before admission to Internship.

**CED 6813 Internship Secondary (3 Hours)** Supervised field practice in working as a counselor in a school setting with secondary students. Three hundred (300) clock hours are required, one hundred and twenty (120) of which are face to face and (180) indirect. Students are strongly encouraged to complete all other required coursework prior to enrolling in Internship. And must complete Prerequisites before admission to Internship.

**CED 6823 – (6 Hours) Counseling Internship: Community Counseling** Supervised field practice in working as a counselor in a mental health agency setting. Six hundred (600) clock hours are required, two hundred forty (240) of which are face to face and three hundred and 60 (360) indirect. Students are strongly encouraged to complete all other required coursework prior to enrolling in Internship. And must complete Prerequisites before admission to Internship.

**CED 6913 Advanced Counseling Techniques** Integration of theory and methodology in experiential learning with various systemic and individual approaches. Prerequisite: CED 6733.

**CED 6923 Ethics** Students will receive an introduction to the ethical codes of mental health counseling, school counseling, and an overview of the philosophy of ethics. This course focuses on ethical conceptualization, analysis, decision making and practical application of ethics and law to common dilemmas faced by counselors.

**CED 6953 Social and Cultural Foundations of Counseling** Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

**CED 6963 Assessment in Counseling** A survey of the types and objectives of the various standardized tests used in the public school setting: achievement, mental abilities, aptitude, interest and self-appraisal instruments. Included in the course will be basic statistics necessary

for the elementary understanding and interpretation of test data. Methods of study will include use of class lecture, research, films, and experience with test-taking and interpretation.

**CED 6973 Personality Dynamics** This course is designed to acquaint students with personality psychology—the scientific study of an individual’s characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms—hidden or not—behind those patterns. The topics to be discussed include the history of personality psychology, trait models of personality, personality judgment, and the biological and evolutionary roots of personality, psychoanalytic approaches to personality, personality development, and cognitive approaches to personality. In addition to these topics, a number of applied topics will also be examined including, happiness and well-being, personality disorders, and personnel selection. Emphasis is on the critical study of current theories of personality and their application to counseling.

**CED 6983 Seminar in Counseling** Critical analysis of issues confronting the professional counselor working with students/clients individually and in groups. Discussion of relevant research in counseling and of practical implementation of the various counseling theories.

## **HEALTH, PHYSICAL EDUCATION and RECREATION**

**HPR 5733 Special Problems in Physical Education and Recreation** An in-depth study of a specific problem in physical education. Permission of instructor is required.

**HPR 5773 Financing Sport and Leisure Activities** The purpose of this course is designed to help students understand the role of administration and finance in the sports enterprise. To demonstrate the standard accounting procedures and principles as they apply to sport management. Emphasis is placed on the fundamentals of financial accounting and the basic tools a sport manager must possess in order to manage a sport business entity. Additional topics will include grant writing, sponsorship, and working with other agencies to develop outside sources of funds.

**HPR 6243 Ethical Decision Making in Sport and Activity** This course will examine ethical decision-making in a variety of environments with an emphasis on sport and activity. Real and hypothetical situations will be utilized, and the course will combine theory with practical application. The case method in sport ethics will be incorporated.

**HPR 6360 Portfolio and Field Experience Seminar** Students will complete a portfolio containing sport administration related activities, certifications, and positions held during the graduate education period. This is a comprehensive review of the coursework taken in the sports administration program and is preparation for the job search, for review by potential employers, for continuing professional development, and for certification of competences. This is required to be completed by all sport administration graduate students prior to graduation. The student must be signed up for this course at the beginning of their last semester.

**HPR 6373 Sport Event Planning and Fundraising** This course examines the fundamental tools and strategies necessary to raise funds within various segments of the sport industry. Both annual and major contributions will be emphasized as well as studying their role within the

overall scope of a college athletic department, professional sport organization, or other industry segment.

**HPR 6396 Field Experience Internship Sport Management** This course will serve as the cap stone for the graduate student in Sport Administration, as they will be required to complete a full-time experience in the sports industry or leisure industry acquiring a total of 400 hours. This experience is actual work in a sport management setting, in which management practices are applied. Final agreements and arrangements with various agencies will be completed by a member of the faculty before a student can begin the field experience. The field experience will be directed and evaluated by a faculty member with appropriate supervision by an on-site professional.

**HPR 6433 Marketing and Public Relations in Sport and Activities** This course focuses on current factors and issues related to sport marketing and public relations. Emphasis will be placed on creating and evaluating a marketing plan and evaluating the relationships between sport organizations and a wide variety of consumers.

**HPR 6513 Organizational Behavior and Leadership in Sport** This course will examine and review the principles of organizational structure and behavior within sport organizations and a wide variety of consumers. Topics will include: leadership, decision making skills, organizational policies, organizational culture, organizational change, organizational effectiveness, communication networks, leadership values and diversity.

**HPR 6543 Facility Planning and Management** This course studies current master planning and management techniques used by Athletic, Recreation and Physical Education programs. The course will take the student from a focus group to a final design presentation project review of facility designs, programming, and equipment. The steps to accomplish this task could include a review of showcase facilities, master planning, mission statement, finance, construction and maintenance.

**HPR 6683 Legal Aspects of Sport and Leisure Activity Management** This course provides students with a background and understanding of the courts and legal system in America; furthermore, it shows how the law is used by, and applied to, athletes and athletics in America. Some of the major legal problems and issues confronting the sports administrator will be presented (e.g. contracts, due process, risk management, torts and antitrust, actions against professional, college, and community programs, actions involving safety procedures and arbitration).

**HPR 6703 Sport Compliance** Within this course, students will study rules and regulations that surround intercollegiate athletics at the NCAA I, II, and III level, NAIA and NJCAA. Students will examine key components of compliance including recruiting, eligibility, amateurism, and financial aid. Students will look at the best practice strategies used by institutions across the country to maintain institutional control in an environment of ever changing policy. Students will also examine the differences and similarities of the five different groups (NCAA I, II, III, NAIA and NJCAA). Students will look at the groups which govern NCAA legislation and examine upcoming legislation proposals.

**HPR 6713 Social Dimensions of Sport and Physical Activity** This course is a study of the historical development of sport, physical activity and leisure as an institution in American society (e.g. the rise of organized sport, factors affecting sporting developments, sport as an influence in society and sport in education). Students will review selected material from the literature in sociology, social physiology, sport and minorities, gender, competition, cooperation, audience, leadership, group interaction, and aging. These materials will be considered along with the analysis of the cultural significance of sports in a contemporary society.

**HPR 6793 Research in Sport & Physical Activity** This course examines strategies, techniques, materials, and principles for effective research within the sport industry. The traditional research model will be a focus with special attention given to survey research and economic impact research.

## READING

**RDG 5303 Reading I: Classroom Reading Instruction** The purpose of this course is to prepare candidates to teach reading to students in a developmentally appropriate manner. The course is specifically designed as the first reading course for prospective graduate candidates who will be pursuing elementary, middle level, or K – 12 Special Education teaching license through the Arkansas Department of Education’s Nontraditional Licensure Program or through a state approved Masters of Arts in Teaching program.

**RDG 5313 Reading II: Classroom Reading Assessment** The course is designed to equip candidates with the knowledge, skills, and dispositions needed to use a variety of reading assessment tools and practices available for the classroom setting in order to plan and evaluate effective reading instruction that meets the needs of all their students. The course is specifically designed as the second required reading course for prospective graduate candidates who will be pursuing elementary, middle level, or K – 12 Special Education teaching license through the Arkansas Department of Education’s Nontraditional Licensure Program or through a state approved Masters of Arts in Teaching program.

**RDG 5403 Psychology of Reading** The course is designed to acquaint students with several theories of the reading process. Emphasis is placed on psychological, cognitive, and language aspects of reading. Various philosophies of reading, as well as past and current leaders in reading education, will be considered.

**RDG 5503 Reading in the Content Areas** The course is designed to enable candidates to use a wide range of instructional methods, curriculum materials, and assessment tools and procedures in order to help all students to learn in the content areas through successful experiences in reading and writing. Focus is placed on the research that supports the strategies presented as well as the motivational aspects of the various strategies.

**RDG 6133 Advanced Language Arts** The purpose of this course is to give graduate candidates an opportunity to grow in their skills in effectively teaching the language arts. Knowledge of the foundations of oral and written language and the structure of language are considered.

Candidates will provide evidence that they are proficient in using strategies (including multisensory strategies) to teach phonology, phonics and other word recognition strategies, fluent reading, vocabulary knowledge, text comprehension, handwriting, spelling, and written expression in a manner that is appropriate for diverse learners of differing developmental levels. Emphasis will be placed on students whose first language is not English, students who have specific needs, and students who display symptoms of dyslexia.

**RDG 6153 Developmental Reading** A study of the teaching of reading at the primary, intermediate, and secondary levels. Attention is given to major approaches, materials for instruction, and current trends and issues.

**RDG 6443 Diagnostic and Remedial Reading** The nature of the assessment process is explored and assessment procedures and instruments are identified. Subjects are assessed and diagnosed and a recommended program of remediation is prescribed.

**RDG 6493 Dyslexia Intervention Practicum** The course is designed to provide advanced candidates with the opportunity to work one-on-one and in small groups with K – 12 students experiencing difficulties in reading, writing, and/or spelling literacy that are symptomatic of dyslexia. Candidates will diagnosis the students' literacy strengths and weaknesses, provide individualized and focused interventions to enhance the students' literacy development, and report students' progress to appropriate individuals. This course requires that candidates understand the process of interpreting screening assessments for indicators of dyslexia, be knowledgeable of multiple sensory interventions, and understand the process of making evaluation referrals when necessary. Therefore, this course is limited to those candidates who have successfully completed the following prerequisite courses:

RDG 6443 Diagnostic and Remedial Reading

RDG 6133 Advanced Language Arts

SPE 5103 Advanced Methods of Instructing Students with Mild/Moderate Disabilities

SPE 6163 Special Education Law

## **SPECIAL EDUCATION**

**SPE 5103 Advanced Methods of Instructing Students with Mild/Moderate Disabilities** This course provides a series of experiences in which the candidate meets with a student and the family then designs, implements, and evaluates appropriate individualized instructional programs for individuals with mild to moderate disabilities evidenced by making an impact on the student within a field experience. An advanced masters level course that requires you to not only know and understand multiple theoretical constructs and models, but also demands that you use these as you assess and evaluate and provide intervention(s) for a student(s). The course will provide an intensive study of the specialized instructional methods and techniques necessary for the instruction of students with mild to moderate disabilities including students who display dyslexia symptoms. Specialized modifications and adaptations to the curriculum, intervention/lesson plans, materials and techniques of instruction will also be discussed.

**Introduction to Autism Spectrum Disorder SPE 5213** This course is an examination of the psychological, physiological, social, and educational characteristics of individuals who have been identified as having Autism Spectrum Disorder (ASD). By the end of this course, candidates will demonstrate knowledge and skills related to the definition, characteristics, causes, and prevalence of learners with autism spectrum disorder. Additionally, candidates will learn assessments, interventions, and educational practices for this unique population

**Advanced Methods of Instructing Students with Severe/Profound Disabilities SPE 5393** This course is designed to provide an intensive study of the curriculum methods, techniques, and materials that have been developed specifically for those students with severe to profound disabilities. Candidates will develop a thematic unit that focuses on age-appropriate curriculum instruction as well as methods and approaches for successful inclusion within the general education program. Additionally, this course will focus on health concerns specific to working with students with severe to profound disabilities.

**SPE 5403 Assessment and Programming** This online course is designed to provide teachers and other related service providers an understanding of the processes and terminology used in assessment of students with special needs. The content will focus on evaluating students, analyzing and interpreting the data obtained from various assessment instruments to design and plan programs to meet the needs of the special education student. . Academic, affective, work-study, adaptive functioning, fine motor and environmental measures will be covered in the assessment model. Emphasis will be on the importance of the benefits for gathering accurate assessment information; for tailoring assessment to a specific purpose; for recognizing reliability and validity; for obtaining age and linguistically appropriate measures; for sharing and collaborating with all stakeholders to improve the quality of special education programs; for identifying supporting and adaptations for special needs students to access general curriculum; for integrating results of assessments to develop long-range individualized plans anchored in general and special education curricula; for integrating the results of assessments in developing a variety of individualized plans.

**SPE 5483 Characteristics of Children with Exceptional Needs** A graduate level course designed to introduce teachers to a study of those individuals who deviate from the normal pattern of development. The course includes a review of the causes of individual differences and a survey of materials and methods used in the field of special education. The course is specifically designed for teachers in alternative licensure programs who may not have taken similar courses at the undergraduate level.

**SPE 5993 Workshop/Seminar: Special Education/Early Intervention** A study and application of consultation processes needed by Special Education personnel in assessing and utilizing team service to identify, evaluate, and implement program services for pre-school children.

**SPE 6153 Issues in Special Education** A seminar designed to expose the candidate to the major issues in the field which confront special education professionals. It is intended that the candidate develop defensible positions on these issues. Prerequisites: eighteen (18) hours graduate study or consent of the instructor.

**SPE 6160 MAT Special Education Orientation:**

MAT Special Education orientation is an introduction to special education teacher education and the teaching profession. This course is an intensive overview of Teachers College, Henderson, SPED MAT program of study, licensure, and Charlotte Danielson's Framework for Teaching. This course will focus on preparing special education professionals to better understand the characteristics of a highly effective teacher by investigating topics that may include the classroom environment, teaching methods and strategies, creating lesson plans using standards, using assessments in instruction, professional responsibilities, and infusing technology. The clinical field experience observation component will be based upon the Charlotte Danielson's Framework for Teaching.

**SPE 6233 Special Problems** Individually designed study of various problems in special education. Under the guidance of an advisor, the candidate will engage in directed readings, research and observations. A report of the candidate's finding is required.

**SPE 6263 SPED 101 Academy** A course that will provide candidates with knowledge and skills necessary to fulfill duties and responsibilities of a Special Education teacher in Arkansas. Candidates will be introduced to special education legislation, learner development and individual learning differences, IEP planning and implementation, learning environments, curricular content knowledge, assessment, policies and procedures, instructional planning, professional learning and ethical practice, collaboration as well as behavior strategies related to educating students with disabilities.

**SPE 6273 Research Problems** This online course is designed as an action research class which represents a culminating study in the field of special education. Issues, problems and trends in special education will be presented by individual student's intensive research-based study of those key components affecting the teachers, students and families in today's special educational process. The necessary background to enter the field as an informed and purposeful practitioner and professional will be addressed by reviewing essential questions such as why one should keep current about issues and trends and what will the future needs of special look like.

**SPE 6296 Teaching Internship in P-4** Observation and teaching of students with disabilities in an elementary setting under the direct supervision of a qualified teacher, with guidance from a special education faculty member.

**SPE 6306 Teaching Internship in 4-12** Observation and teaching of students with mild disabilities in a secondary setting under the direct supervision of a qualified teacher, with guidance from a special education faculty member.

**SPE 6313 Special Education Law** This online course is designed to provide an overview of the legal rights of students and their families in the field of special education for teachers, administrators and related personnel who are impacted by special education. An in-depth review of federal and state special education statutes, regulations, procedures and case law will be provided. The central focus of the class is on IDEA Reauthorization of 2004 with additional federal laws to be discussed which include: the Rehabilitation Act of 1973; Section 504 and the American with Disabilities Act. Students will be introduced to the legal process through lecture,



presentations, projects and discussions. Emphasis will be on demonstrating : an understanding of the historical perspective of special education rights relative to current issues in special education; an ability to utilize current legal requirements in making education decisions; a working knowledge of procedural safeguards and the eligibilities categories; implementing compliant educational practices which decrease a litigious environment.

**SPE 6323 Behavior Management** This online course will introduce the student to models, methods and materials for the framework essential to the development of positive behavior supports and self-management outcomes for students with special needs. The course will build on current theory and research with an emphasis in assessment and monitoring techniques, behavioral, instructional and family involvement strategies. The foundation for an appropriate Functional Behavior Assessment and Behavior Intervention Plan will be examined and developed by the candidate for focusing on skills to manage behaviors that are counterproductive to learning in the classroom; by teaching pro-social interpersonal behaviors to facilitate successful functioning and society; by structuring the classroom environment for both academic and social behaviors to produce appropriate behavior for the student with special needs.

**SPE 6353 Advanced Studies in Early Childhood Special Education** This course serves as an introductory course for the field of Early Childhood Special Education. The Advanced Studies course includes a discussion of the types of developmental disabilities young children may experience and the role of the interventionist/special education teacher, as well as the wide variety of professionals across disciplines who provide services to children with disabilities. Knowledge and in-depth coverage of the history of early childhood education, special education, and litigation related to early childhood special education services will be discussed as well as the importance of use of non-biased, highly effective assessments, combined with an overview and of major theories, the application of evidence based recommended practices and interventions, and an extended discussion of health-related contributors to disabilities (e.g., opiates, HIV, alcohol, cocaine) related to early childhood development. The major role of the interventionist working with families in the natural environment will be a topic covered extensively in this course. Candidates are introduced to the terminology needed to effectively interact with parents and providers of service of children with developmental delays, giving them the skills to enable parents to be actively involved in and contribute to their child's education. Of particular interest to Candidates will be the discussion of how special education professionals can work with families, day care providers and preschool teachers so they become familiar with attributes associated with a variety of disabilities and early childhood special education services. Special attention is given to the role of the parent, skills required in working with parents and professionals, components of individual education plans (IEP's) and individual service plans (IFSP's).

**SPE 6373 Advanced Methods of Instructing Early Childhood Mild Moderate Young Learners** The focus of this course is on mild and moderate disabilities and the implication these delays and disabilities impact learning as well as instruction. An advanced masters level course that requires candidates to not only know and understand multiple theoretical constructs and models, but also demands application as candidates assess, evaluate and provide intervention(s) for young learners for an impact project. The course will provide an intensive study of the specialized instructional methods and techniques necessary for the instruction of young learners with mild to moderate disabilities including students who display dyslexia symptoms. This

course will incorporate a series of experiences in which the candidate designs, implements, and evaluates appropriate individualized instructional programs for young learners with disabilities. Specialized modifications and adaptations to the curriculum, materials and techniques of instruction will also be discussed.

**SPE 6383 EC Behavior Management** This course provides the candidate with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for early childhood young learners with special needs. The candidate will examine the biological, neurological and psychological foundations of behaviors for appropriate communication and management strategies, which are aligned with instructional practice. The foundations of functional analysis of behavior leading to positive behavior intervention plans will be examined. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies will be investigated through skill development and self-analysis. Social-Emotional Development in early childhood will be a major focus throughout the course. The implications of bullying in early childhood will also be an area of study within this course.

**SPE 6413 Practicum in Teaching Students with Disabilities (B-5)** This course provides an intensive practicum experience in which the graduate candidate is responsible for all aspects of instruction in the learning environments for the full range of ages, types and levels of abilities, and collaborative opportunities for young learners from birth to age 5.

**SPE 6423 Practicum in Teaching Students with Disabilities (K-6)** This course provides an intensive practicum experience in which the graduate candidate is responsible for all aspects of teaching a classroom for the full range of ages, types and levels of abilities, and collaborative opportunities for learners from grades kindergarten through six.

**SPE 6433 Practicum in Teaching Students with Disabilities (7-12)** This course serves as a culminating activity and experience based on the sequential application of knowledge and skills developed in previous courses. This practicum experience is designed to provide the candidate with opportunities to be an active participant in the actual school environment. These experiences are also to include parental involvement and opportunities to apply pedagogical appropriate techniques and strategies in various teaching and learning environments with students who have disabilities.

**SPE 6453 Seminar: Assessment and Evaluation for Educational Examiners** This course is designed to specifically meet the needs of those desiring licensure as an educational examiner.

**SPE 6466 Practicum for Educational Examiners** An intensive practicum involving the legal and ethical issues that impact assessment, eligibility and placement of students with exceptionalities, measurement theory, practices and devices required for appropriate services. Candidates will demonstrate the ability to select and administer appropriate tests and interpret test results providing the basis for proper diagnosis of a disability and the identification of children eligible for special education services. In addition, candidates will demonstrate the ability to conference and share assessment information in an understandable manner to parents, teachers, and other parties.

**SPE 6493 Advanced Strategies in Early Intervention** This course focuses on the knowledge, skills, and dispositions needed to deliver specialized services to children and their families. A major focus of the course is the candidates' ability to select and deliver research-based interventions that match the strengths and needs of children while respecting the capacities, cultural values, and beliefs of their families. The course will explore various collaborative and interdisciplinary models of service delivery. Candidates will demonstrate that they are capable of delivering family-centered and culturally competent approaches to assessment and intervention

**SPE 6533: Practicum 2: Teaching Birth-K Students with Disabilities**

This course will focus on preparing education professionals to better understand the characteristics of a highly effective teacher by investigating topics that may include the classroom environment, teaching methods and strategies, using assessments in instruction, professional responsibilities, multiculturalism, Blooms Taxonomy, and infusing technology, accommodations and modifications. The course will include the opportunity for candidates to select and implement teaching methods/strategies for a unit of study in their classroom to demonstrate and evaluate their impact on student learning. Candidates will present their impact on student learning project to evaluators to demonstrate how their teaching addresses Danielson's Domains, National and State Standards, and Teachers College, Henderson Dispositions.

**SPE 6603: Practicum 1: Teaching K-12 Students with Disabilities** MAT Special Education Practicum 1 builds on the concepts presented in the Orientation course. Candidates continue to develop their knowledge of the job expectations of a special education teacher and the teaching profession. This course will focus on preparing education professionals to better understand the characteristics of highly effective special education teachers. The content-focused observation component (at least two classroom observations) will be based upon the national content standards (Council of Exceptional Children-CEC) as well as the Teacher Excellence and Support System (TESS)/ Charlotte Danielson Framework for Teaching. The collection and reflection of content portfolio artifacts will be emphasized.

**SPE 6633: Practicum 2: Teaching K-12 Students with Disabilities** This course will focus on preparing education professionals to better understand the characteristics of a highly effective teacher by investigating topics that may include the classroom environment, teaching methods and strategies, using assessments in instruction, professional responsibilities, multiculturalism, Blooms Taxonomy, and infusing technology, accommodations and modifications. The course will include the opportunity for candidates to select and implement teaching methods/strategies for a unit of study in their classroom to demonstrate and evaluate their impact on student learning. Candidates will present their impact on student learning project to evaluators to demonstrate how their teaching addresses Danielson's Domains, National and State Standards, and Teachers College, Henderson Dispositions.

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Assistant Professor of English  
Ellis College of Arts and Sciences

John Thomasson, Ph.D.  
Assistant Professor of Health, Physical Education, Recreation and Athletic Training  
Teachers College, Henderson

## **Graduate Faculty**

Jennifer Adkison, 2014 Associate Professor of English, Foreign Languages and Philosophy Ph.D., 2001, University of Nevada, Reno

Aneeq Ahmad, 2001 Professor of Psychology Ph.D., 1998, University of Wisconsin

Ajay Aggarwal, 2012 Associate Professor of Management Ph.D., 1991, Virginia Tech University

Edward Akoto, 2015, Assistant Professor of Management Ph.D., 2011, Jackson State University

Eunice Akoto, 2015, Assistant Professor of Management Ph.D., 2011, Jackson State University

Clinton P.E. Atchley, 1999 Professor of English and Director, M.L.A. Program Ph.D., 1998, University of Washington

Peggy Bailey, 2001 Professor and Chairperson of Dept. of English, Foreign Languages and Philosophy Ph.D., 1997, University of Tennessee

Stephanie Barron, 2005 Associate Professor of English Ph.D., 2002, Texas A & M-College Station

Kelly Beckwith, 2008 Adjunct Instructor of Teachers College M.Ed., 1990, University of Arkansas—Little Rock

Marck L. Beggs, 1997 Professor of English Ph.D., 1991, University of Denver

Don Benton, 2009 Assistant Professor of Educational Leadership M.S.E., 2003, Henderson State University

Alan Blaylock, 2011 Assistant Professor of Finance Ph.D., 2003, Mississippi State University

Angela Boswell, 1997 Professor of History Ph.D., 1997, Rice University

Matthew Bowman, 2015 Associate Professor of Social Sciences Ph.D., 2011 Georgetown University

Dan Breshears, 2012 Adjunct Instructor of Teachers College Henderson M.S.E 2001, Henderson State University

James Buckner, 1990 Professor and Chairperson of Dept. of Music D.M.A., 1989, Northwestern University

Anne Butcher, 2012 Adjunct Instructor of Teachers College Henderson M.Ed. University of Arkansas

Nathan Campbell, 2008 Assistant Professor of Management Ph.D., 2007, Mississippi State University

Charmaine Caldwell, 2012 Assistant Professor of Counselor Education Ph.D., 2007, Texas A&M University-Commerce

Steven Carter, 2001 Associate Professor of History Ph.D., 2003, University of Arkansas

Victor Claar, 2009 Professor of Economics Ph.D., 2000, West Virginia University

Renae K. Clark, 2003 Associate Professor of Business Information Systems M.B.A., 2001, New Mexico State University

Dee Cox, 2010 Assistant Professor of Educational Leadership and Facilitator of Alliance for Continuing Excellence in Education Ed.D., 2010, University of Arkansas

Deanna Dennis, 2012 South Arkansas Math and Science Center M.Ed., 1999, Southern Arkansas University

Dennis DiMarzio, 1994 Professor of Business J.D., 1976, Chicago-Kent College of Law

Rick Dimond, 1984 Professor of Music D.M., 1999, Indiana University

Randolph Duncan II, 1987 Professor of Communication Ph.D., 1990, Louisiana State University and Theatre Arts

Linda G. English, 2001 Professor of Counselor Education Ph.D., 1996, University of Arkansas

James A. Engman, 1996 Professor and Chairperson of Biology Ph.D., 1994, University of Cincinnati

Carolyn Eoff, 1995 Professor of Mathematics and Chairperson of Mathematics and Computer Science Ph.D., 1988, University of Missouri-Columbia

David Etienne, 1971 Professor of Music D.M.A., 1988, Louisiana State University

David H. Evans, 1999 Professor of Music and Director of BGS Program D.M., 1987, Indiana State University

Betsy Fulmer, 2002 Instructor of Art M.S.E., 1997, Henderson State University

Debbie Francis, 2015 Instructor of Management M.B.A., 1981 University of Arkansas

Emily Gerhold, 2012 Assistant Professor of Art History Ph.D., 2012, Virginia Commonwealth University

Herman Gibson, III, 1995 Professor and Chairperson of Department of Sociology, Human Services and Criminal Justice Ph.D., 1979, Louisiana State University

John Gillette, 2014 Instructor of English, Foreign Languages and Philosophy Ph.D., 2005 University of Pittsburgh

John W. Graves, 1985 Professor of History and Chairperson of Social Sciences Ph.D., 1978, University of Virginia

Matthew Gross, 2013 Assistant Professor of Political Science Ph.D., 2012, University of Tennessee

Martin Halpern, 1990 Professor of History Ph.D., 1982, University of Michigan

John R. Hardee, 1986 Professor of Chemistry and Associate Dean of Ellis College of Arts and Sciences Ph.D., 1979, Rice University

Susan Stewart-Harper, 2012, Adjunct Instructor of Teachers College, Henderson Ed.S., 2011, Henderson State University

Rhonda Harrington, 2008 Assistant Professor of Early Childhood Education M.S.E., 1997, Arkansas State University

Judy Harrison, 2000 Professor of Advanced Instructional Studies and Dean of Teachers College Ed.D., 1996, University of Memphis

Francis Bernie Hellums, 2008 Assistant Professor of Educational Leadership Ed.D., 2002, University of Arkansas—Little Rock

Kelli Hernandez, 2015 Instructor of Management, M.B.A., 2008 Henderson State University

Megan Hickerson, 2007 Associate Professor of History Ph.D., 2003, Syracuse University

William L. Higgins, 1999 Professor of Music D.M.A., 1995, University of Oklahoma

Teresa Holsclaw, 2009 Instructor of Curriculum & Instruction and MAT Coordinator M.S.E., 1987, Ouachita Baptist University

Edward Hudspeth, 2012 Assistant Professor and Chair of Counselor Education Ph.D., 2009, University of Mississippi

Glenda Hyer, 2015 Assistant Professor of Special Education Ed.D., 2012, Lynchburg University

Duane Jackson, 1999 Associate Professor of Mathematics Ph.D., 1991, University of Arkansas

Lonnie Jackson, 2000 Instructor of Management M.B.A., 1997, Henderson State University

Martin James, 1988 Professor of Political Science Ph.D., 1987, Catholic University

Judith Jenkins, 2015 Associate Professor of Educational Leadership Ed.D., 2013 Harding University

Eric Jett, 2015 Associate Professor Dept of Counselor Education Ph.D., 2015 Walden University

Lewis Kanibya, 2016 Assistant Professor of Health, Physical Education and Recreation Ph.D., 2011 Springfield College

Michael S. Kelly, 1992 Associate Professor Dept. of Counselor Education Ph.D., 1993, Idaho State University

Daniel Kendie, 1994 Professor of History Ph.D., 1994, Michigan State University

Haroon Khan, 1990 Professor of Political Science Ph.D., 1988, University of Kansas

Travis Langley, 1994 Professor of Psychology Ph.D., 1993, Tulane University

Michael Lloyd, 1993 Professor of Mathematics Ph.D., 1993, Kansas State University

John Long, 1990 Professor and Chairperson of Dept. of Chemistry Ph.D., 1989, University of Pittsburg

Beth Ann Maxfield, 2007 Instructor of English Ph.D., 1998, University of Louisiana at Lafayette

Carolyn McClure, 2008 Assistant Professor of Special Education M.S.E., 2001, Henderson State University

Lonnie R. McDonald, 1990 Professor of Advanced Instructional Studies Ed.D., 1991, University of Arkansas

Wayne D. McGinnis, 1975 Professor of English Ph.D., 1974, University of Arkansas

Jack Meadows, Jr., 1982 Associate Professor of Business M.S.I.E., 1971, University of Arkansas

John K. Miller, 2000 Instructor of Health, Physical Education, and Recreation and Athletic Training Program Director M.S.E., 1998, Henderson State University



Michael D. Miller, 2000 Professor and Chairperson Dept. of Communications and Theatre Arts Ph.D., 1978, University of Florida

Larry J. Monette, 2003 Associate Professor of Political Science Ph.D., 1997, Penn State University

Rochelle Moss, 2008 Associate Professor of Counselor Education Ph.D., 2003, University of Arkansas

Mark Mosser, 2014 Assistant Professor of Health, Physical Education, Recreation and Athletic Training Ph.D., 2014, Springfield College

Bennie Prince, 2017 Adjunct Professor of Health, Physical Education, Recreation and Athletic Training Ph.D., 2010 Capella University

Betty Ramsey, 2002 Instructor and Director of South Arkansas Math and Science Center M.S., 2002, Texas A & M- Texarkana

Malcolm Rigsby, 2011, Assistant Professor of Sociology, Human Services and Criminal Justice Ph.D., Texas Woman's University

Kevin Riley, 2014, Assistant Professor of Recreation Ed.D., 1999, University of Arkansas

Deborah Roberts, 2003 Instructor and Secondary Math specialist M.S.E., 1992, Henderson State University

Roslyn Roberts, 2014 Assistant Professor of Accounting M.P.S., 2005, University of New England N.S.W. Australia

David Rodriguez, 2014 Assistant Professor of Finance Ph.D., 2009, Southern Illinois University

Brett Serviss, 2001 Associate Professor of Biology Ph.D., 2001, Mississippi State University

Shanta Sharma, 1989 Professor of Sociology, Human Service and Criminal Justice Ph.D., 1977, Wayne State University

Stuart Shaw, 1990 Professor of Geography Ph.D., 1988, Ohio State University

Joyce Shepherd, 1999 Professor of Sociology, Human Resources, and Criminal Justice Ph.D., 2008, University of Louisiana at Monroe

Lewis Shepherd, 2009 Vice President of Student and External Affairs Ed.D., 1997, University of Arkansas at Little Rock

James A. Shuff, 1969 Professor of Advanced Instructional Studies Ph.D., 1976, Kent State University

Gary Simmons, 1991 Professor of Art Ed.D., 1972, Indiana University at Bloomington

Gary F. Smithey, 1993 Professor and Chairperson of Advanced Instructional Studies Ed.D., 1991, University of Oklahoma

Maralyn Sommer, 1990 Professor of Music and Dean of Ellis College of Arts and Sciences D.M.A., 1988, University of Arizona

Lynn Glover Stanley, 1999 Professor and Chairperson of the Dept. of Health, Physical Education, and Recreation Ed.D., 2002, University of Arkansas at Little Rock

David Stoddard, 1998 Professor of Art M.F.A., 1998, Memphis College of Art

Katherine Strause, 2007 Assistant Professor and Chairperson of Art M.F.A., 1992, Southern Illinois University at Edwardsville

Stephen Strickland, 2012 Adjunct Instructor of Business M.A., 1993, University of Arkansas—Little Rock

Suzanne Tartamella, 2012 Assistant Professor of English Ph.D., 2010, University of Maryland

Celya D. Taylor, 2001 Associate Professor, Associate Dean of Teachers College and Director of M.H. Russell Center for Economic Education, Ed.D., 2009, University of Louisiana at Monroe

Kenneth D. Taylor, 2001 Associate Professor of Advanced Instructional Studies and Graduate Dean Ed.D., 2008, University of Arkansas—Little Rock

Michael Ray Taylor, 1991 Professor of Communication and Theatre Arts M.F.A., 1996, University of Arkansas

John Thomasson, 2013, Assistant Professor of Health, Physical Education, Recreation and Athletic Training Ph.D., 2013

David T. Thomson, 1975 Professor of English and Director of Honors College Ph.D., 1976, University of Denver

Steven Todd, 2011 Assistant Professor of Philosophy Ph.D., 2009, University of Connecticut

Renn Tumilson, 1990 Professor of Biology Ph.D., 1990, Oklahoma State University

Chris Turnage, 2009 Adjunct Instructor of Business J.D., 2008, University of Arkansas—Little Rock

Margaret Tudor, 2014 Assistant Professor of Recreation Ed.D., Bowling Green University

Allison Vetter, 2008 Associate Professor of Sociology, Human Services and Criminal Justice Ph.D., 2001, University of Nebraska

David W. Warren, 2008 Assistant Professor of Art M.F.A., 2005, University of Arkansas

Mike Watters, 1996 Professor of Accounting D.B.A., 1989, Mississippi State University

Patricia Weaver, 2004 Professor of Educational Leadership Ph.D., 1985, Univ. of North Texas

Charles A. Weiner, 1972 Professor of Counselor Education Ed.D., 1972, Memphis State University

Patrick Wempe, 2005 Associate Professor of Recreation Ed.D., 2001, University of South Dakota

Paul Williamson, 2003 Professor of Psychology Ph.D., 1999, University of Tennessee

Melanie Wilson, 2014 Instructor of English, Foreign Languages and Philosophy M.L.A., 2009, Henderson State University

Peggy Woodall, 2008 Assistant Professor of Special Education Ph.D., 2002, University of Santa Barbara

Fred Worth, 1991 Professor of Mathematics Ph.D., 1991, University of Missouri at Rolla

Elizabeth Wyatt, 2008 Assistant Professor of Reading Ed.S., 2008, University of Arkansas at Little Rock

Shari Valentine, 2016 Assistant Professor of Sociology, Human Services and Criminal Justice MS, 2007, University of Houston Clear Lake

Jennifer Zarzosa, 2014 Assistant Professor of Marketing Ph.D., 2013, New Mexico State University

(The date following each name indicates the year of first appointment to the university).

## ***EMERITI***

J. Patrick Adcock, 1970 Professor Emeritus of English Ed.D., 1979, Texas A & M University-Commerce

Jimmy D. Bragg, 1971 Professor Emeritus of Biology Ph.D., 1972, University of Arkansas

Wesley R. Branstine, 1973 Professor Emeritus of Music D.M.A., 1984, North Texas State University

John W. Crawford, 1967 Professor Emeritus of English Ed.D., 1968, Oklahoma State University

Pamela S. Davis, 1971 Professor Emeritus of Early Childhood Education Ph.D., 1981, Texas Woman's University

Louis E. Dawkins, 1964-1981; 1987 Professor Emeritus of Accounting Ph.D., 1981, University of Arkansas

Peggy R. Dorris, 1966 Professor Emeritus of Biology Ph.D., 1967, University of Mississippi

William W. Durand, 1966 Distinguished Professor Emeritus of Mathematics Ed.D., 1972, Oklahoma State University

Larry Don Frost, 1970 Professor Emeritus of English Ed.D., 1978, Texas A & M University-Commerce

Alvin L. Futrell, 1975 Professor Emeritus of Advanced Instructional Studies Ed.D., 1986, Ball State University

Kenneth Gilliam, 1961-67; 1972 Associate Professor Emeritus of Theatre Arts M.A., 1962, University of Arkansas

Evelyn Good, 1974 Associate Professor Emeritus of Family and Consumer Sciences M.S., 1970, Louisiana State University

Charles R. Green, 1972 Professor Emeritus of Educational Leadership Ed.D., 1972, Texas A & M University-Commerce

John G. Hall, 1963 Professor Emeritus of History Ph.D., 1972, University of Mississippi

Julia Oxner Hall, 1968 Professor Emeritus of English Ph.D., 1977, University of Mississippi

Kenneth G. Harris, Jr., 1973 Professor Emeritus of Advanced Instructional Studies Ed.D., 1993, Texas A & M University-Commerce

Earl J. Hesse, 1970 Professor Emeritus of Music D.A., 1985, University of Mississippi

Eugene T. Jackman, 1967 Professor Emeritus of History Ph.D., 1967, University of Mississippi

William Jerry Malone, 1972 Professor Emeritus of Advanced Instructional Studies Ed.D., 1972, Mississippi State University

Edwin Martin, 1967 Professor Emeritus of Art M.F.A., 1965, Florida State University

Kay McAfee, 1970 Professor Emeritus of Music D.M.A., 1986, North Texas State University

Dennis W. McMasters, 1973 Professor Emeritus of Biology Ph.D., 1973, University of Arkansas

Bryan D. Palmer, 1966 Distinguished Professor Emeritus of Chemistry Ph.D., 1966, University of Arkansas

Ira Don Richards, 1961 Professor Emeritus of History Ph.D., 1964, Tulane University

Connie Roberts, 1966 Associate Professor Emeritus of Physical Sciences M.S., 1965, University of Mississippi

Sandra D. Rodgers, 1966 Assistant Professor Emeritus of Business Education M.S.E., 1966, Arkansas State University

Ann B. Rye, 1972 Professor Emeritus of Music D.M.A., 1987, University of Oklahoma

Charles S. Rye, 1972 Professor Emeritus of Music D.M.A., 1981, University of Oklahoma

Margaret Shaw, 1966 Professor Emeritus of English Ph.D., 1983, University of Mississippi

R. Calvin Shipley, 1978 Associate Professor Emeritus of Business Administration M.S., 1974, Louisiana State University

Ann W. Smith, 1970 Professor Emeritus of History Ph.D., 1975, University of Nevada

George Ann Stallings, 1992 Associate Professor of Curriculum and Instruction M.B.Ed., 1972, University of North Texas

Carl Stark, 1988 Professor Emeritus of Marketing D.B.A., 1991, Mississippi State University

James C. Tatum, 1968 Professor Emeritus of Business Administration D.B.A., 1976, Mississippi State University

Jewel Vincent, 1966 Professor Emeritus of History M.S., 1961, University of Southern Mississippi

Charles A. Weiner, 1972 Professor of Counselor Education Ed.D., 1972, Memphis State University

Donald Wells, 1971 Assistant Professor Emeritus of Sociology M.A., 1971, Stephen F. Austin State University

Joe C. Wright, 1966 Professor Emeritus of Chemistry Ph.D., 1966, University of Arkansas

## Directory of Correspondence

UNIVERSITY Administration .....	President
Curricula and Instruction .....	Provost/Vice President for Academic Affairs
Graduate Studies .....	Dean of the Graduate School
Student Counseling and Social Activities.....	Vice President for Student and External Affairs
Financial Aid, Scholarships and Student Employment.....	Director of Financial Aid
General Information and University Literature .....	Director of University Relations
Evaluation of Credits, Transcripts, Registration.....	Dean of the Graduate School
Financial Business Affairs and Computer Services.....	Vice President for Finance/Administration
Housing .....	Residence Life
Veterans Affairs .....	Registrar
Teacher and Student Placement .....	Director of Academic and Career Services
Regional Service Courses/Evening Courses .....	Vice President for Academic Affairs
Teacher Training .....	Director of Teacher Education Admissions and Field Experiences
Alumni Affairs .....	Director of Alumni Affairs
Affirmative Action, Disabilities.....	General Counsel to the President