

# **Southern Arkansas University Magnolia**

**Graduate Catalog  
2015-2016**



Published by Southern Arkansas University, 100 E. University, Magnolia, AR 71753

### **Student Responsibility**

It is the responsibility of the student to review the rules, regulations and policies of the University undergraduate catalog. The University reserves the right to make changes to policies herein as circumstances deem necessary. The current version of the University catalog can be found at [www.saumag.edu](http://www.saumag.edu).

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### **The Southern Arkansas University System**

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

Southern Arkansas University is a quality, comprehensive, regional university located in Magnolia, Ark. SAU provides quality four-year undergraduate programs offering baccalaureate degrees, associate degrees, and selected master's degrees. Other information, including this catalog, is available at the website: [www.saumag.edu](http://www.saumag.edu).

Southern Arkansas University Tech is located in East Camden, Ark. It is a two-year comprehensive college specializing in technical training and offers the first two years of a university transfer program. Further information is available at the website: [www.sautech.edu](http://www.sautech.edu).

### **Mission Statement**

The mission of Southern Arkansas University is to educate students for productive and fulfilling lives in a global environment by providing opportunities for intellectual growth, individual enrichment, skill development, and meaningful career preparation. The University believes in the worth of the individual and accepts its responsibility for developing in its students those values and competencies essential for effective citizenship in an ever-changing, free, and democratic society. Further, the University encourages and supports excellence in teaching, scholarly, and creative endeavors, and service.

Revised 2006

### **School of Graduate Studies Mission Statement**

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

**Welcome to SAU  
Information**

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

**Visitors**

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

- Temporary parking permits can be obtained from the University Police.
- Visitors should contact the Office of Admissions (for undergraduate information) at (870) 235-4040 or the School of Graduate Studies (for graduate information) at (870) 235-4150 for an appointment or for further information.
- The University switchboard number is (870) 235-4000.
- The SAU fax number is (870) 235-5005.
- The toll-free number for the School of Graduate Studies is (866) 921-5179.
- The SAU website is [www.saumag.edu](http://www.saumag.edu).



**University Calendar  
2015-2016**

**Fall 2015**

August 24	Monday	Late Registration, Advising and Mulerider Round Up
August 25	Tuesday	Late Registration, Advising and Mulerider Round Up
August 26	Wednesday	Late Registration with penalty
August 26	Wednesday	Classes begin
August 28	Friday	Last date to apply for December graduation
September 2	Wednesday	Last date of entrance and course additions
September 7	Monday	Labor Day Holiday
October 19	Monday – 10:00 am	Mid-semester grades due in the Office of the Registrar
November 4	Wednesday	Last date for dropping courses
November 4	Wednesday	Last date for withdrawing from the University without punitive grade
November 9	Monday	Last date to change <i>I</i> grades in the Office of the Registrar
November 24	Tuesday – 9:00 pm	Thanksgiving holiday begins
November 30	Monday	Classes resume
December 8	Tuesday	Final examinations begin
December 11	Friday	Semester ends
December 11	Friday	Commencement
December 14	Monday – 10:00 pm	Final grades due to Registrar
December 18	Friday	Last date to register for fall intersession classes

**Fall Intersession 2015-2016**

December 21	Monday	Fall intersession classes begin
December 24	Thursday	Last date for dropping courses
December 24	Thursday	Last date for withdrawing from the University without punitive grade
January 1	Friday	Winter Intersession classes end
January 4	Monday– 10:00 am	Final grades due to Registrar

### Spring 2016

January 11	Monday	Late Registration and Advising
January 12	Tuesday	Late Registration and Advising
January 13	Wednesday	Late Registration with penalty
January 13	Wednesday	Classes begin
January 15	Friday	Last date to apply for May graduation
January 18	Monday	Martin Luther King, Jr. Holiday
January 21	Thursday	Last date of entrance and course additions
March 7	Monday – 10:00 am	Mid-semester grades due in the Office of the Registrar
March 21-25	Monday – Friday	Spring vacation
March 28	Monday	Classes resume
March 30	Wednesday	Last date for dropping courses
March 30	Wednesday	Last date for withdrawing from the University without punitive grade
April 25	Monday	Last date to change <i>I</i> grades in the Office of the Registrar
May 2	Monday	Final examinations begin
May 5	Thursday	Semester ends
May 6	Friday	Commencement
May 6	Friday	Last date to register for spring intersession classes
May 9	Monday – 10:00 am	Final grades due to Registrar

### Spring Intersession 2016

May 9	Monday	Spring intersession classes begin
May 12	Thursday	Last date for dropping courses
May 12	Thursday	Last date for withdrawing from the University without punitive grade
May 20	Friday	Spring intersession classes end
May 23	Monday – 10:00 am	Final grades due to Registrar

### Summer 2016

#### First Term

May 23	Monday	Advising and registration
May 24	Tuesday	Classes begin
May 25	Wednesday	Last date of entrance and course additions
May 25	Wednesday	Last date to apply for August graduation
May 30	Monday	Memorial Day
June 3	Friday	Classes meet (make up for Memorial Day)
June 15	Wednesday	Last date for dropping courses
June 15	Wednesday	Last date for withdrawing from the University without punitive grade
June 23	Thursday	First summer term ends
June 27	Monday – 10:00 am	Final grades due to Registrar

**Summer 2016  
Second Term**

July 5	Tuesday	Advising and registration
July 6	Wednesday	Classes begin
July 7	Thursday	Last date of entrance and course additions
July 8	Friday	Classes meet to make-up for Independence Day
July 27	Wednesday	Last date for dropping courses
July 27	Wednesday	Last date for withdrawing from the University without punitive grade
August 4	Thursday	Second summer term ends
August 5	Friday	Commencement
August 8	Monday – 10:00 am	Final grades due to Registrar

## Southern Arkansas University in Profile

### Enrollment

Southern Arkansas University has an enrollment of approximately 3,545 students. In the fall 2014 semester there were 3,037 undergraduate students and 508 graduate students.

### Faculty

Southern Arkansas University faculty are recognized experts in their fields, with many having national and international reputations as scholars and researchers. In order to maximize interaction between students and faculty, SAU maintains small class sizes in most academic programs. Overall, the student-to-faculty ratio is 16-to-1 per class.

### Library

The Magale Library is a center for scholarly activity at SAU. The library's collections include approximately 186,000 titles including government documents, 10,000 audio-visual items, 380,000 microfilm and microfiche pieces, 68 online subscriptions to journals, 392,000 government documents, 399 periodical subscriptions, more than 4,500 e-books from 7 digital libraries, over 10,000 online streaming academic videos, and online full-text access to 75,000 full-text periodical titles from over 90 databases with indexing and abstracts for additional titles. The library provides additional study resources including 80 desktop, 14 laptop computers, and 12 multimedia study rooms and a 32 station computer lab for library instructional purposes. Magale Library staff provides face-to-face and electronic library research assistance, instructional class sessions, online video tutorials, and library guides to assist users with their information needs. The library also hosts many educational and cultural events throughout the year. Online access to library resources is available through the library homepage at <http://web.saumag.edu/library/>.

### Accreditation

Southern Arkansas University is accredited by the following entities:

AACSB International  
The Association to Advance Collegiate Schools of Business  
777 South Harbour Island Boulevard, Suite 750  
Tampa, FL 33602  
(813) 769-6500  
[www.aacsb.edu](http://www.aacsb.edu)

The Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602-2504  
(312) 263-0456 or 800-621-7440  
[www.ncahlc.org](http://www.ncahlc.org)

National Association of Schools of Music  
11250 Roger Bacon Dr., Suite 21  
Reston, VA 20190  
(703) 437-0700  
[www.arts-accredit.org](http://www.arts-accredit.org)

The Council for the Accreditation of Education Preparation (CAEP)  
112 E. Lincoln Avenue  
Fergus Falls, MN 56537  
(800) 432-3276  
[www.caep.org](http://www.caep.org)

Accreditation Commission for Education in Nursing, Inc. (ACEN)  
3343 Peachtree Road NE  
Suite 850  
Atlanta, Georgia 30326  
(404) 975-5000  
[www.acenursing.org](http://www.acenursing.org)

Council on Social Work Education  
1725 Duke Street, Suite 500  
Alexandria, VA 22314-3457  
(703) 519-2058  
[www.cswe.org](http://www.cswe.org)

Commissions on Accreditation of Athletic Training Education  
6836 Austin Center Blvd, Suite 250  
Austin, TX 72731-3193  
Phone – (512) 733-9700  
Fax – (512) 733-9701  
[www.caate.net](http://www.caate.net)

National Alliance of Concurrent Enrollment Partnerships (NACEP)  
P.O. Box 578  
Chapel Hill, NC 27514  
(909) 593-5205  
[www.nacep.org](http://www.nacep.org)

## **Memberships**

SAU holds memberships in the following national organizations:

The Higher Learning Commission  
American Council on Education  
American Association of Colleges for Teacher Education  
American Association for Higher Education and Accreditation  
American Association of State Colleges and Universities  
American Association of University Women  
The Association to Advance Collegiate Schools of Business International  
Conference of Southern Graduate Schools  
National Association of Schools of Music  
National Collegiate Athletic Association  
National Collegiate Honors Council  
National Commission on Accrediting  
Council for the Accreditation of Educator Preparation/ National Council for the  
Accreditation of Teacher Education  
National Council of Educational Opportunity Associations  
National League for Nursing

## **An Endowment**

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

Endowments create a financial bridge for students in need, enhance academic and athletic offerings, and ensure that programs and facilities are able to meet increased curriculum and technology demands. Individuals, businesses, and civic organizations have established over 800 endowments to strengthen the University through the SAU Foundation. These endowments provide a steady stream of income that supports students, faculty, and programs regardless of the ebb and flow of state funding and grants.

As a perennial funding resource for the University, endowments are indispensable to excellence. In fact, the size of an endowment is considered a measure of institutional health because it reflects the value that donors place on the institution. Endowment gifts from alumni and friends ensure SAU's progress toward the Blue and Gold Vision.

Created in accordance with the wishes of the donors and the needs of the University, endowments present a special opportunity to commemorate one's own affection for SAU or to honor or memorialize a family member, special teacher, or other individual with a permanent fund that provides a named gift each year. The Foundation works with donors to create opportunities in areas of the donor's greatest interest, including a specific school, department, or other campus entity.

State appropriations now provide less than 40 percent of the University's budget, making endowments critical for the pursuit of excellence. We ask you to consider beginning your endowment today. Call the Office of Development (toll free) at 877-235-7409 and ask for the Endowment Worksheet, visit us at [www.saufoundation.org](http://www.saufoundation.org), or call 870-235-4991 to visit with the executive director.

## **Athletics**

SAU sports activities encompass individual and team events. Varsity teams compete in the NCAA Division II Gulf South Conference with men's competition in baseball,

basketball, cross country, football, golf, and track and field; and women's competition in basketball, cross country, softball, tennis, track and field, and volleyball. Men's and women's rodeo teams also participate in intercollegiate competition. Intramural activities are sponsored throughout the University year.

### **Graduate Degree Programs**

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

### **Alumni Association**

All students who have attended Southern Arkansas University are eligible to be members of the Alumni Association. The alumni office plans various yearly events to which former students and friends are invited. Such events include Homecoming in the fall, reunions, presentation of the gold honor tassels, receptions for graduating seniors, presentation of the Young Alumni and Distinguished Alumni Awards, and meetings of alumni in surrounding areas.

### **General Information**

Southern Arkansas University is located in Magnolia, which has a population of 11,577. Magnolia is approximately 55 miles east of Texarkana, 80 miles northeast of Shreveport, and 140 miles south of Little Rock. Magnolia is a growing, progressive town in the heart of an agri-business, industrial, timber, and oil-producing area. The citizens of the region have continually shown interest in SAU students by encouraging them to participate in the civic and social life of the community.

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

**University Learning Goals**

1. Our graduates can communicate effectively.
2. Our graduates are prepared to be personally and socially responsible citizens, having the ability to apply knowledge and skills that encourage responsible civic engagement for the advancement of society.
3. Our graduates can think critically, solve problems, and make informed decisions.
4. Our graduates can use technology effectively.
5. Our graduates have content knowledge in their chosen fields and the necessary skills to be successful.

Revised spring, 2012-2013



### Admission to the School of Graduate Studies

Persons seeking admission to the School of Graduate Studies at SAU must submit an application, whether or not they intend to pursue a degree. The application for admission to the School of Graduate Studies may be completed online by visiting our website at [www.saumag.edu/graduate](http://www.saumag.edu/graduate). There is a \$25 fee required to submit an application. After the deadline, the fee will increase to \$100.

**Admission to the School of Graduate Studies at SAU does not imply admission to a graduate degree program. Some graduate programs have additional admission requirements.** Applicants must be in good standing with the institution they last attended (and eligible for re-admission) in order to be eligible for admission to Southern Arkansas University.

Applications must be submitted based on the following deadlines:

- A. Fall semester: July 20
- B. Spring semester: December 1
- C. 1<sup>st</sup> Summer session: April 1
- D. 2<sup>nd</sup> Summer session: June 1

All application materials are submitted to the graduate office. Admission status will be determined when all required materials (listed below) have been submitted. Students will be notified in writing when they have been admitted.

#### Unconditional Admission Status

Applicants may be admitted to the School of Graduate Studies on unconditional status if they earned a baccalaureate degree from a regionally accredited institution and meet the following minimum requirements:

- A cumulative grade point average of 2.50 or above out of a 4.00 system or a 2.75 GPA on the last 60 hours of undergraduate work.
- Application for admission to the School of Graduate Studies ([www.saumag.edu/graduate](http://www.saumag.edu/graduate)).
- Proof of immunizations (MMR).
- Official transcript reflecting a bachelor's or master's degree sent directly from the college or university.
- Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), or Miller Analogies Test (MAT) scores no more than five years old. Scores should meet requirement A, B or C below:
  - A. **GMAT\***- A weighted score of 1,000 or above. (minimum score of 400)  
*Weighted score is obtained by computing the formula:  
GPA x 200 plus the GMAT score = 1,000 or more.*
  - B. **GRE\*\*** - A score of 284 or above (verbal plus quantitative scores) or the admission index may be considered if the score is less than 284.
  - C. **MAT** - A score of 35 or above on the MAT or an admission index of 850 or above. *Admission index is obtained by computing the formula:  
(GPA x 200) plus (MAT score x 10).*

\*GMAT scores can be retrieved online by the graduate office approximately 20 days after the test is taken.

\*\*GRE scores are accepted for admission to the MBA program as long as the GRE to GMAT conversion score meets the existing admission formula guidelines.

### Conditional Admission Status

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

- A cumulative grade point average of 2.2 or above out of a 4.00 system.
- Application for admission to the School of Graduate Studies ([www.saumag.edu/graduate](http://www.saumag.edu/graduate)).
- Official transcript reflecting a bachelor's or master's degree sent directly from the college or university.
- Proof of immunizations (MMR).
- Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), or Miller Analogies Test (MAT) scores no more than five years old. Scores should meet requirement A, B or C below:
  - A. **GMAT\***- A weighted score of 900 or above.  
*Weighted score is obtained by computing the formula:  
GPA x 200 plus the GMAT score = 900 or more.*
  - B. **GRE\*\*** - A score of 276 or above (verbal plus quantitative scores)
  - C. **MAT** - A score of 30 or above

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

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

\*GMAT scores can be retrieved online by the graduate office approximately 20 days after the test is taken.

\*\*GRE scores are accepted for admission to the MBA program as long as the GRE to GMAT conversion score meets the existing admission formula guidelines.

### **GPA and Test Requirement Additional Information**

The undergraduate grade point average requirement and admission test requirement are waived for students holding a master's degree from an accredited institution with a cumulative grade point average of 3.0 or above.

The graduate entrance test is waived for students applying for the Master of Arts in Teaching program. Students must check the program admission requirements before applying.

### **Transient Graduate Students**

Graduate students at other institutions are eligible to take graduate courses at SAU with a letter of good standing from the current university's Dean of Graduate Studies or Registrar (*Note: If your current university will not supply this letter, an official current transcript will be accepted*).

### **Transfer Students Admission**

- Transfer students must fulfill all general admission requirements.
- Transfer students must be in good standing with the institution they last attended in order to be eligible for admission to Southern Arkansas University. Applicants who are eligible for re-admission at their previous institution with a cumulative grade point average below 3.0 will be placed on academic probation.
- Transfer students with incomplete "I" grades on the transcript from a previous institution will not be accepted for admission.

### **Workshop Credit**

Students taking workshops for graduate credit are required to follow all graduate school admission procedures. Workshop students have a choice of continuing education credit through the Office of Continuing Education or graduate credit through the School of Graduate Studies. Students must complete all admission requirements before the workshop begins to receive graduate credit.

Contact the School of Graduate Studies at (870) 235-4150 for help with the application process.

### **Re-Application Policy**

Students who have not been enrolled in graduate school at SAU for one calendar year are required to re-apply for admission. The application fee, deadlines and current admission requirements apply. The application can be found on our website: [www.saumag.edu/graduate](http://www.saumag.edu/graduate).

## **International Students**

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

1. Official transcripts indicating that the student has completed a baccalaureate degree. Verification of the degree and undergraduate cumulative grade point average may be necessary if the student's degree is from a college or university outside of the United States.
2. Evidence of the ability to read, write, speak, and understand English at a level sufficient to enable the student to profit from graduate courses.

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

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

1. A score of 79 or higher on the Internet TOEFL.
2. A score of 550 or higher on the written TOEFL.
3. A score of 173 or higher on the computerized TOEFL.
4. A score of Band 6/6.5 (overall) on the IELTS (International English Language Testing System).
5. Completion of Level 112 at an ELS Language Center or its equivalent.
3. An affidavit of support showing sufficient funds to pay tuition, fees, and room and board. In addition, the student should have enough financial resources to buy books, medical insurance, and personal items.
4. When officially admitted to Southern Arkansas University, an international student will receive a Form I-20. This form should be taken to the U.S. consulate to apply for a student visa.
5. The completed Application for Admission to the School of Graduate Studies and the other listed requirements must reach SAU by July 1 for fall enrollment, by November 15 for spring enrollment, and by April 1 for summer enrollment.
6. Proof of medical insurance OR purchase medical insurance prior to registration for classes.
7. An application fee of \$50 (non-refundable) must accompany the application.

## **Full-time Requirements for International Graduate Students in F-1 Status**

### **Full-time Status**

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

*Graduate:* Six credit hours or more are considered full-time in a regular academic semester. Please consult the Office of International Student Services and an academic advisor to determine the precise requirements of your program.

### **Exceptions:**

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

### **Procedures:**

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

### **Attendance:**

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

**School of Graduate Studies  
Master's Degrees, Certificate, and Licensure Programs**

**College of Business**

**Master of Business Administration**

Optional emphasis areas:

Agri-Business

Supply Chain Management.

**Graduate Certificate in Supply Chain Management**

**College of Education**

**Master of Arts in Teaching**

\* Meets Arkansas initial licensure requirements.

**Graduate Certificate in Education\***

**Master of Education in Educational Administration and Supervision**

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

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

\*Curriculum Administrator (post-master's non-degree licensure program)

**Graduate Certificate in Building Level Leadership\***

**Graduate Certificate in District Level Leadership\***

**Graduate Certificate in Curriculum/Program Administrator\***

**Master of Education in Gifted and Talented Education K-12\***

**Graduate Certificate in Gifted and Talented Education K-12\***

**Master of Education in Elementary or Secondary Education**

Focus area: Curriculum and Instruction

**Master of Education in Higher, Adult, & Lifelong Education**

**Master of Education in Library Media and Information Specialist**

\*P-12

**Master of Education in Special Education K-12\***

**Graduate Certificate in Special Education K-12\***

**Graduate Certificate in Dyslexia Therapy K-12**

**Master of Education in School Counseling K-12**

\*Meets Arkansas initial licensure requirements

**Graduate Certificate in School Counseling K-12\***

**Master of Education in Student Affairs and College Counseling**

**Master of Science in Kinesiology - Coaching**

**Master of Science in Mental Health and Clinical Counseling**

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

**College of Liberal and Performing Arts**

**Master of Public Administration**

**College of Science and Technology**

**Master of Science in Agriculture**

**Master of Science in Computer and Information Science**

Includes an optional Cyber Security and Information Assurance option.

**Licensure Programs**

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

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

## David F. Rankin College of Business

Dr. Lisa Toms, dean

### Mission Statement

The College of Business at Southern Arkansas University shapes future business leaders and equips them to succeed in the global economy through our high quality undergraduate and graduate business programs.

Our core values drive us to accomplish this mission with excellence. We value:

- **Student Success:** The college fosters personal and professional development that transforms student potential into career performance.
- **Teaching for Excellence:** The college supports a stimulating environment for rich experiential learning, with relevant curricula, innovative teaching, and scholarly inquiry applied to inventive instructional methods and real business questions.
- **Personal and Professional Integrity:** The college values ethical behavior, mutual respect, and collegiality.
- **Continuous Improvement:** The college seeks to be a leader in the University and in the region through an unyielding pursuit of excellence.
- **Community Engagement:** The college develops mutually beneficial relationships with alumni, friends, industry, and the surrounding community.
- **A Personal Environment:** The college cultivates an atmosphere of individual attention, while emphasizing teamwork.
- **Environmental Sustainability:** The college strives to instill awareness of environmental sustainability in students and to provide eco-friendly educational services that are produced through environmentally sustainable processes.

### Accreditation

The Bachelor of Business Administration degree programs offered by the College of Business are accredited by AACSB International – The Association to Advance Collegiate Schools of Business. AACSB International accreditation is the hallmark of excellence in management education, demonstrating the college's commitment to academic and continuous improvement. This accreditation includes all bachelor of business administration and master of business administration degree programs.



### Programs of Study

The David F. Rankin College of Business offers a Master of Business Administration Degree (MBA) with optional emphasis areas:

- General MBA
- Agri-Business
- Supply Chain Management
  - Graduate Certificate option



## Master of Business Administration

### Admission Requirements

GMAT and GRE scores are accepted for admission to the MBA program as long as the GRE to GMAT conversion score meets the existing admission formula guidelines. The admission test requirement is waived for a student who is a Certified Professional Accountant (CPA) or Certified Financial Planner (CFP).

### Undergraduate Course Requirements:

A student may be admitted into the MBA program if he/she holds a bachelor's degree or equivalent from an accredited college or university regardless of the undergraduate field of study. Should a student have an undergraduate degree other than business, prerequisites would include:

- Six hours of principles of accounting (sophomore level or above),
- Three hours of business finance or financial management (junior level or above),
- Three hours of statistics (at the junior level or above),
- Three hours of principles of marketing (at the junior level or above),
- Three hours of micro-economics (sophomore level or above), and
- Three hours of organization theory and behavior or principles of management (junior level or above)

### Specific Degree Requirements

The MBA Curriculum is designed primarily for graduates of a Bachelor of Business Administration Program, but graduates of other programs can enter the program by completing a 24 hour prerequisite program.

The MBA program will consist of 24 hours of MBA core courses and six hours of electives. A student can choose to complete courses in a traditional night program, through online delivery, or through a combination of the two.

Students must take the MFAT exam prior to completing the MBA program.

### General MBA Program Requirements (30 hours)

ACCT	6003	Accounting for Decision Making
ECON	6003	Managerial Economics
MKTG	6023	Strategic Marketing
MGMT	6013	Human Behavior in Organizations
FIN	6003	Managerial Finance
MGMT	6003	Strategic Planning and Analysis
MGMT	6043	Business Analytics
SCM	6003	Enterprise Resource Planning

### Choose Six hours:

ACCT	6063	Special Topics in Accounting
ECON	6063	Special Topics in Economics
FIN	6063	Special Topics in Finance
IS	6063	Special Topics in IS
MGMT	6033	Creativity, Innovation, and Entrepreneurship
MGMT	6063	Special Topics in Management

MGMT	6073	Special Topics in Management
MKTG	6063	Special Topics in Marketing
SCM	6013	Project Management
SCM	6023	Supply Chain Sourcing
SCM	6033	Supply Chain Security
SCM	6043	Sustainable SCM Practices
SCM	6053	RFID Technology Utilization

**MBA with Agri-Business Emphasis Program Requirements (33 hours)**

ACCT	6003	Accounting for Decision Making
FIN	6003	Managerial Finance
MGMT	6013	Human Behavior in Organizations
MGMT	6043	Business Analytics
MGMT	6003	Strategic Planning and Analysis
SCM	6003	Enterprise Resource Planning
MKTG	6023	Strategic Marketing
AGBS	6003	Agriculture Markets and Prices
AGBS	6013	International Trade of Agriculture Products
AGBS	6023	Agricultural Policies
AGBS	6033	Management of Agricultural Production

**MBA with Supply Chain Management Emphasis Program Requirements (33 hours)**

ACCT	6003	Accounting for Decision Making
ECON	6003	Managerial Economics
FIN	6003	Managerial Finance
MGMT	6003	Strategic Planning and Analysis
MGMT	6013	Human Behavior in Organizations
MGMT	6043	Business Analytics
SCM	6003	Enterprise Resource Planning
MKTG	6023	Strategic Marketing
SCM	6063	Supply Chain Management

Select **six** hours from the following:

SCM	6013	Project Management
SCM	6023	Supply Chain Sourcing
SCM	6033	Supply Chain Security
SCM	6043	Sustainable SCM Practices
SCM	6053	RFID Technology Utilization

### **Supply Chain Management Certificate Program**

Students receiving a SCM certificate at the graduate level would be required to complete twelve, including: the graduate level supply chain management course, the existing core ERP course, and two of the five supply chain management related electives listed below.

#### **Supply Chain Management Certificate Program Requirements (12 hours)**

SCM	6063	Supply Chain Management
SCM	6003	Enterprise Resource Planning

Select **six** hours from the following:

SCM	6013	Project Management
SCM	6023	Supply Chain Sourcing
SCM	6033	Supply Chain Security
SCM	6043	Sustainable SCM Practices
SCM	6053	RFID Technology Utilization

## College of Education

Dr. A. Zaidy MohdZain, dean

The College of Education consists of the following departments and service areas:

1. Admissions, Field Experience, and Licensure (AFEL)
2. The Department of Teacher Education
3. The Department of Counseling and Professional Studies (see Graduate Catalog)
4. The Department of Health, Kinesiology, and Recreation
5. The Southwest Educational Renewal Zone

### Mission Statement

The mission of the College of Education is to prepare teacher education and other school personnel candidates, and students preparing for professions in Counseling, and Health, Kinesiology and Recreation as professional members and leaders of collaborative teams.

### **Education Preparation Provider (EPP) Conceptual Framework: *Attaining Educational Achievement through Collaboration and Reflection***

The mission of the education provider program is to prepare candidates who attain educational achievement through collaboration and reflection. To that end the education provider program (including content departments), collaborates with K-12 schools, Educational Service Cooperatives, Educational Renewal Zones and other local, state, and national organizations to inculcate high standards of educational achievement for all students. The program engages pre-service and in-service teachers, administrators, counselors and other educators to excel in teaching, leadership, scholarship and service.

The EPP Conceptual Framework was developed collaboratively and over time. Through the identification of a set of core values held by faculty and stakeholders, the shared vision of the EPP conceptual framework was created. From this vision emerged core values that represent the critical dispositions and competencies deemed necessary by faculty and stakeholders to be an effective teacher.

The EPP holds the following dispositions, as described in the conceptual framework, as critical for all initial EPP candidates, to include the Master of Arts in Teaching program, (note, for the conceptual framework and dispositions of advanced programs, please see the School of Graduate Studies Catalog or the program director.)

Attendance  
Punctuality  
Work Production  
Initiative  
Response to Feedback  
Collaboration  
Lifelong Learner  
Professional Ethics  
Differentiated Learning  
Cultural Sensitivity  
Professional Maturity  
Professional Presentation  
Reliability  
Interaction with Others

The EPP holds the following competencies, as described in the conceptual framework, as critical for all initial candidates pursuing a degree in the EPP:

**Domain 1: Planning and Preparation**

- 1a. Demonstrating Knowledge of Content and Pedagogy
  - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b. Demonstrating Knowledge of Students
  - Child development • Learning process • Special needs
  - Student skills, knowledge, and proficiency
  - Interests and cultural heritage
- 1c. Setting Instructional Outcomes
  - Value, sequence, and alignment • Clarity • Balance
  - Suitability for diverse learners
- 1d. Demonstrating Knowledge of Resources
  - For classroom • To extend content knowledge • For students
- 1e. Designing Coherent Instruction
  - Learning activities • Instructional materials and resources
  - Instructional groups • Lesson and unit structure
- 1f. Designing Student Assessments
  - Congruence with outcomes • Criteria and standards
  - Formative assessments • Use for planning

**Domain 2: The Classroom Environment**

- 2a. Creating an Environment of Respect and Rapport
  - Teacher interaction with students • Student interaction with students
- 2b. Establishing a Culture for Learning
  - Importance of content • Expectations for learning and achievement
  - Student pride in work
- 2c. Managing Classroom Procedures
  - Instructional groups • Transitions
  - Materials and supplies • Non-instructional duties
  - Supervision of volunteers and paraprofessionals
- 2d. Managing Student Behavior
  - Expectations • Monitoring behavior • Response to misbehavior
- 2e. Organizing Physical Space
  - Safety and accessibility • Arrangement of furniture and resources

**Domain 3: Instruction**

- 3a. Communicating With Students
  - Expectations for learning • Directions and procedures
  - Explanations of content • Use of oral and written language
- 3b. Using Questioning and Discussion Techniques
  - Quality of questions • Discussion techniques • Student participation
- 3c. Engaging Students in Learning
  - Activities and assignments • Student groups
  - Instructional materials and resources • Structure and pacing
- 3d. Using Assessment in Instruction
  - Assessment criteria • Monitoring of student learning
  - Feedback to students • Student self-assessment and monitoring
- 3e. Demonstrating Flexibility and Responsiveness
  - Lesson adjustment • Response to students • Persistence

**Domain 4: Professional Responsibilities**

- 4a. Reflecting on Teaching

- Accuracy • Use in future teaching
- 4b. Maintaining Accurate Records
  - Student completion of assignments
  - Student progress in learning • Non-instructional records
- 4c. Communicating with Families
  - About instructional program • About individual students
  - Engagement of families in instructional program
- 4d. Participating in a Professional Community
  - Relationships with colleagues • Participation in school projects
  - Involvement in culture of professional inquiry • Service to school
- 4e. Growing and Developing Professionally
  - Enhancement of content knowledge and pedagogical skill
  - Receptivity to feedback from colleagues • Service to the profession
- 4f. Showing Professionalism
  - Integrity/ethical conduct • Service to students • Advocacy
  - Decision-making • Compliance with school/district regulations

Upon admission to a Educator Preparation Providers degree program, students are required to exhibit proficiency in all areas of established dispositions. Students will be assessed at various points throughout the program on the established dispositions.

Failure to demonstrate an acceptable level in any one or more of the indicated dispositions will result in one or more of the following actions which may include but not be limited to: 1) a hearing with the Dispositions Review Committee, 2) completion of a recommended Dispositional Development Plan, 3) removal and/or failure of any associated field experiences, and/or 4) removal from pursuing a degree in an Educator Preparation Provider program.

Students will be assessed at various points throughout the program to determine proficiency in the identified critical competencies as outlined in the conceptual framework. Students are required to demonstrate an acceptable level of proficiency in competency areas in order to proceed in the program of study and/or obtain an Educator Preparation Provider related degree.

## Master of Arts in Teaching

### Statement of Purpose

The Master of Arts in Teaching program at Southern Arkansas University is designed to enable career changes for those people who hold a baccalaureate degree in subject areas commonly taught at the elementary, middle, and secondary level, grades k-12. Candidates will be required to choose a track (middle, secondary, or K-12 licensure) prior to program start and must continue on that track throughout the program. The two-year program is comprised of 24 hours of online graduate coursework, and six hours of internship. During the internship the individual is hired as a fully-employed teacher of record in a public school.

### Licensure areas 4-8 (AR History Course Required):

Math	Literacy
Science	Social Studies

### Licensure area K-12/4-12 (AR History Course Required):

Art	Business Education (4-12 licensure only)
Music, Vocal and Instrumental	Physical Education
Spanish	French

### Licensure area 7-12:

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

### Program Admission Requirements (Must be completed PRIOR to taking courses):

- Admission to the SAU graduate school. This can be done online at [www.saumag.edu/graduate](http://www.saumag.edu/graduate). Admission to the School of Graduate Studies does not guarantee admission to the MAT program. Candidate must reach MAT admission requirements in order for completed course work to count toward completion of the MAT degree.
- A Bachelor of Arts or a Bachelor of Science degree from an accredited college or university with official transcripts from each college/university attended. Official transcript(s) that indicate an earned major in the desired field of teaching, to be submitted to the Office of Admissions, Field Experience, and Licensure. Candidates need 30 hours content for the K-12/4-12 and 7 – 12 tracks. For candidates choosing the 4-8 track 15 hours in two of the licensure areas is required. It is possible to take undergraduate coursework while taking MAT coursework to correct any deficiency in the content area in order to attain the equivalency of a major in the content area.
- An undergraduate cumulative grade point average of 2.70 or above on a 4.0 scale or a 3.0 grade point average on the last 60 hours of undergraduate coursework.

- Passing scores on the Praxis CORE test in all three areas of the test (Praxis CORE is waived if you made a Graduate Record Exam [GRE] score of Verbal Reasoning 142 or higher, Quantitative Reasoning 142 or higher and Analytical Writing 3.5 or higher ). Visit [www.ets.org](http://www.ets.org) for complete information about the Praxis series of examinations. Visit [www.gre.org](http://www.gre.org) for complete information about the GRE series of examinations.
- Passing scores on Praxis II specialty area examinations, excluding the PLT and/or Pedagogy tests. The PLT or Pedagogy test is required for graduation.
- A successful criminal background check through [www.CertifiedBackground.com](http://www.CertifiedBackground.com). Please contact the program director on how to complete the background check.

### **Specific Degree Requirements for Master of Arts in Teaching**

Each candidate for the Master of Arts in Teaching degree must complete 30 semester hours of coursework. All candidates regardless of licensure level will complete the core courses. Candidates will select the appropriate licensure track and complete requirements for that track.

### **MAT Initial Course (Required to be taken during first term by all MAT Candidates):**

MAT 6003 Teaching and Learning for Diverse Learners (fall, spring, summer I)

### **MAT Core Courses (Required):**

MAT 5083 Classroom and Group Management (fall, summer I)

MAT 5023 Survey of Exceptional Individuals (fall, spring)

MAT 5013 Classroom Assessment (fall, summer II)

MAT 6073 Learning Theory (spring, summer II)

MAT 6013 Methods in Education (spring, summer I)

MAT 5003 Strategies for Content Area Reading (fall, summer I)

### **Licensure areas 4-8 and K-12/4-12:**

MAT 6083 Teaching of Reading

### **Licensure area 7 – 12:**

MAT 6023 Multimedia for Educators (spring, summer II)

### **Supervised Experience (choose 6 credit hours):**

MAT 6033 Internship I (first year of teaching)\* (fall, spring)

MAT 6043 Internship II (first year of teaching)\* (fall, spring)

or

MAT 6053 Student Teaching I \*\* (fall, spring)

MAT 6063 Student Teaching II \*\* (fall, spring)

\*Teacher candidates must have completed six (6) hours of coursework with a grade of C or above in order to apply for the provisional licensure in the specified content area and specified grade span prior to registration for Internship I MAT 6033 and Internship II MAT 6043.

\*\* Any candidate that has completed the initial 24 hours of coursework and has not found a teaching position is eligible to student teach for 1 year and take Student Teaching I



MAT 6053 and Student Teaching II MAT 6063. If you find a job after 1 semester of student teaching you will be placed in Internship II.

The following documentation must be housed in the teacher candidate's licensure folder in the Office of Admission, Field Experience, and Licensure: official transcript, passing scores on all three parts of Praxis CORE or GRE score of Verbal Reasoning 142 or higher, Quantitative Reasoning 142 or higher, and Analytical Writing 3.5 or higher, passing scores on all required content area tests within the individual's subject areas, results of fingerprinting by the FBI and the Arkansas State Police Department, completed application for provisional licensure, a letter of hire from the school district, and a mentor information form.

### **MAT Graduate Certificate Program**

Candidates for the MAT Graduate Certificate must complete 21 hours

MAT 6003	Teaching and Learning for Diverse Learners
MAT 5083	Classroom and Group Management
MAT 5023	Survey of Exceptional Individuals
MAT 5013	Classroom Assessment
MAT 6073	Learning Theory
MAT 6013	Methods in Education
MAT 5003	Strategies for Content Area Reading (3 credit hours)

### **Educational Administration and Supervision**

The mission of programs in Educational Administration and Supervision is to prepare candidates for leadership positions at the local school district, regional, state and national levels.

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

#### **Licensure Program Admissions**

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

#### **Degree Requirements**

The Master of Education degree in Educational Administration and Supervision is a thirty (30) credit hour online program that meets the state requirements for licensure as a building-level administrator. Candidates must complete courses in the professional core, educational administration and supervision and in an emphasis area. The program consists of the following courses:

#### **Professional Education Core Courses (3 Credit Hours)**

EDUC 6003                      Educational Research

#### **Educational Administration and Supervision Courses (24 Credit Hours)**

EDUC 6403                      School Law  
EDAS 6193                      School Organization and Administration  
EDAS 6013                      School Community Relations  
EDAS 6023                      Instructional Development and Supervision  
EDAS 6033                      Organizational Development and Evaluation  
EDAS 6233                      Leadership of Special Programs and Services  
EDAS 6093                      The Principalship  
EDAS 6223                      Administrative Internship and Project

#### **Emphasis Area - Elementary (3 Credit Hours)**

EED 6013                      Elementary School Curriculum

#### **Emphasis Area - Secondary (3 Credit Hours)**

SED 6213                      Secondary School Curriculum

### **Principal Licensure Program**

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

#### **Educational Administration and Supervision Courses (21 Credit Hours)**

EDUC 6403	School Law
EDAS 6193	School Organization and Administration
EDAS 6023	Instructional Development and Supervision
EDAS 6033	Organizational Development and Evaluation
EDAS 6233	Leadership of Special Programs and Services
EDAS 6093	The Principalship
EDAS 6223	Administrative Internship and Project

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

### **Building-Level Leadership Graduate Certificate Program**

Required courses (12 credit hours)

EDAS 6013	School Community Relations
EDAS 6023	Instructional Development
EDAS 6033	Organizational Development and Evaluation
EDAS 6093	The Principalship

### **Curriculum/Program Administrator Online Licensure Program**

Post-master's level non-degree online licensure program for Curriculum/Program Administrator in the following areas:

- Special Education
- Gifted and Talented Education
- Curriculum Specialist

This program is aligned with the requirement for Arkansas Curriculum/Program Administrator license and Arkansas and ISLLC Leadership Standards. Candidates for this licensure program must hold an earned master's degree in an area of emphasis listed above.

#### **Course Required: (18 hours)**

EDUC 6403	School Law
EDAS 6013	School and Community Relations
EDAS 6023	Instructional Development and Supervision
EDAS 6033	Organizational Development and Evaluation
EDAS 6233	Leadership of Special Programs and Services
EDAS 6223	Administrative Internship and Project

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

### **Curriculum/Program Administrator Graduate Certificate**

Required Courses (12 credit hours)

EDUC 6403	School Law
EDAS 6013	School and Community Relations
EDAS 6023	Instructional Development and Supervision
EDAS 6033	Organizational Development and Evaluation

### **Superintendent Licensure Program**

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

EDAS 6113	School Finance
EDAS 6123	The Superintendency
EDAS 6133	Governance Groups
EDAS 6143	Management of Human Resources
EDAS 6153	Practicum in Educational Facilities
EDAS 6173	Administration and Assessment of Curricular Programs
EDAS 6183	Educational Leadership Seminar
EDAS 6303	Superintendent Internship & Graduate Project (or approved internship course EDAS 6223)

### **Internship Requirement**

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

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

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

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

### **Portfolio Requirement**

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

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

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

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

#### **District-Level Leadership Graduate Certificate Program**

Required Courses (12 credit hours)

EDAS 6113	School Finance
EDAS 6123	The Superintendency
EDAS 6173	Administration & Assessment of Curricular Programs
EDAS 6183	Educational Leadership Seminar

### Curriculum & Instruction

The Master of Education: Curriculum & Instruction (Elementary & Secondary) focus is designed for current teachers desiring to enhance their classroom teaching and leadership. It is a non-licensure online program that is aligned with the competencies outlined by the National Board of Professional Teaching, as well as the competencies that have been established for the graduate programs at Southern Arkansas University.

Candidates pursuing the Master of Education: Curriculum & Instruction (Elementary & Secondary) program must possess a current teaching license in education in any area of certification for grades P-12. Candidates should have at least one year of teaching experience OR provide two verification letters stating that the candidate has access to a classroom for research purposes.

<b>Online M.Ed. Degree Plan</b>	
<b>Required Professional Courses 21 hours</b>	<b>Course Title</b>
EDUC 6003	Educational Research
EDUC 6033	History and Philosophy of Education
EDUC 5273	Classroom and Group Management
EDUC 5033	Classroom Assessment
EED 6013 <b>OR</b> SED 6213	Elementary School Curriculum <b>OR</b> Secondary School Curriculum
EDUC 6063	Applications of Technology in Education
EDUC 6873	Advanced Curriculum/Program Admin Leadership Program
EDUC 5203	Strategies for Content Area Reading
EDUC 6863	M.Ed. Capstone Project
<b>Approved Electives 9 hours</b>	<b>Course Title</b>
<b>List of Electives</b>	<b>Course Title</b>
GATE 5023	Nature and Needs of the Gifted and Talented
GATE 5033	Curriculum and Methods of Teaching the Gifted and Talented
GATE 6143	Seminar in Creativity
EDUC 6023	Current Trends in Young Adult Literature
EDUC 6103	Teaching of Reading
EDUC 6153	Balanced Literacy
SPED 5123	Nature and Needs of Students with Mild Disabilities
SPED 5663	Educational Diagnosis and Assessment
SPED 6003	Collaboration/Consultation for Inclusion
MSED 5013	Middle School Concept
MSED 5033	Middle School Student
S ED 5053	Middle School Methods & Curriculum
MCUL 5003	Teaching People from Other Cultures
ENGL 5013	Second Language Acquisition
ENGL 5023	Second Language Assessment
ENGL 5033	TESOL Methods and Materials
EDUC 6043	Current Issues and Trends
EDUC 6402	School Law
<b>Approved transfer courses</b>	

### **Master of Education in Gifted and Talented Education K-12**

The purpose of the Master of Education degree with a major in Gifted and Talented is to offer currently licensed educators an opportunity to complete a program of study at the graduate level to obtain a K-12 license. The coursework & related assessments which will equip educators to work with high-ability learners in the K-12 educational environment or in a leadership position at a supporting agency. The Nationally Recognized, online program was developed in alignment with the Arkansas Teaching Standards and the NAGC Teacher Preparation Standards as established by the accrediting associations of The National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC).

Students are required to complete 30 hours of online coursework. Courses and assessments are aligned with supporting frameworks and professional standards. This program can be completed in as little as 18 months.

#### **Professional Education Core Courses (12 hours required):**

EDUC 6003	Educational Research
EDUC 6083	Application of Learning Theories in Education
EDUC 6033	History and Philosophy of Education
GATE 5073	Survey of Exceptional Individuals

#### **Focus Area: Gifted/Talented (18 hours required for licensure)**

GATE 5023	Nature, Needs, and Assessment of the Gifted and Talented
GATE 5033	Curriculum and Methods of Teaching Gifted and Talented
GATE 6143	Seminar in Creative Thinking
GATE 6203	Practicum for Gifted and Talented K-12
EDUC 5033	Classroom Assessment
SPED 6003	Collaboration/Consultation for Inclusion

Professional Portfolio required for M.Ed. and Licensure only programs via LiveText.

### **Gifted & Talented Certificate Program K-12**

Professional Education Core Courses (12 hours required)

EDUC 6003	Educational Research
EDUC 6083	Application of Learning Theories
EDUC 6033	History and Philosophy of Education
SPED 5073	Survey of Exceptional Individuals

Focus Area: Gifted/Talented (12 hours required for certificate)

GATE 5023	Nature, Needs and Assessment of the Gifted and Talented
GATE 5033	Curriculum and Methods of Teaching Gifted and Talented
GATE 6143	Seminar in Creative Thinking
EDUC 5033	Classroom Assessment
SPED 6003	Collaboration/ Consultation for Inclusion

#### **Practicum**

GATE 6203	Practicum for Gifted and Talented K-12
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### Master of Education in Special Education

#### Professional Education Core Courses (Required):

EDUC	6003	Educational Research
EDUC	6043	Current Issues and Trends in Education

#### Special Education Core Courses Required for Licensure K-12 (24 Credit Hours)

SPED	5123	Nature and Needs of Students with Mild Disabilities
SPED	5273	Classroom and Group Management
SPED	5663	Educational Diagnosis and Assessment
SPED	6003	Collaboration/Consultation for Inclusion
SPED	6233	Language Development
SPED	5043	Instructional Planning for Mild Disabilities
SPED	5053	Methods/Materials for Teaching Students with Mild Disabilities
SPED	6643	Directed Internship K-12

### Graduate Certificate in Special Education K-12

Courses leading to K-12 Certification (24 semester hours required):

SPED	5123	Nature and Needs of Students with Mild Disabilities
SPED	5273	Classroom and Group Management
SPED	5663	Educational Diagnosis and Assessment
SPED	6003	Collaboration/Consultation for Inclusion
SPED	6233	Language Development
SPED	5043	Instructional Planning for Mild Disabilities
SPED	5053	Methods/Materials for Teaching Students with Mild Disabilities
SPED	6643	Directed Internship K-12

### Graduate Certificate in Dyslexia Therapy K-12

Courses leading to K-12 Certification (15 semester hours required):

EDUC	6103	The Teaching of Reading
EDUC	6113	Corrective Reading in the Classroom
EDUC	6123	Diagnosis and Correction of Reading Difficulties
EDUC	6133	Reading Practicum
EDUC	6253	Advanced School Leadership



## Master of Education Higher, Adult, and Lifelong Education

SAU's M. Ed. in higher education, adult learning, and lifelong education is intended for:

- individuals seeking or occupying an advance in administrative or management positions in a variety of educational settings;
- faculty and other educators who seek to improve their adult teaching skills;
- other individuals who work with adults in a variety of agencies.

The M. Ed. HALE degree program includes coursework in foundations, curriculum and teaching (including distance learning), organization and administration, research, and electives so students can create an emphasis area to fit their career aspirations. An internship in the student's emphasis area is required as the capstone exit experience. Students elect either higher education or adult education emphasis area; however, students may elect to take courses in both emphasis areas.

The program is comprised of 33 required hours. Students must complete 30 hours of coursework with 3 hours of internship/capstone project to complete the M. Ed. program. A student must also complete any additional college and university graduation requirements.

Required: (6 hours)

EDUC 6003	Education Research
HALE 6343	Higher, Adult, and Lifelong Learning Education Seminar

Required: (18 hours) Select from the following:

HALE 6363	History & Philosophy of Postsecondary Education
HALE 6383	Leadership and Organization development
HALE 6443	The College Student (COUN 6863 The American College Student)
HALE 6433	Survey of Adult Learning
HALE 6423	Special Problems in Adult Education
HALE 6413	Program planning and evaluation in postsecondary contexts
HALE 6393	Post-secondary Teaching
HALE 6453	The Community College
HALE 6313	Budgeting and Finance in Postsecondary Education
HALE 6353	Foundations of Distance Learning
HALE 6323	Curricular Design & Evaluation in Postsecondary Distance Learning
HALE 6233	Distance Learning Design and Administration

Support Courses: (6 hours)

6 hours outside of HALE may be taken with the approval of the advisor, including but not limited to any of the following:

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

Capstone Project: (3 hours)

Three credit hours must be completed in the student's emphasis area resulting in internship hours and a final project.

HAE 6373	HALE Internship & Capstone Project
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### Library Media and Information Specialist

The graduate program in library media and information specialist is committed to providing students with skills and knowledge basic to the profession of school library media and meeting the requirements for library media certification/licensure in Arkansas and most other states. Candidates pursuing certification in the state of Arkansas must meet the requirements as set forth by the state of Arkansas in order to receive licensure.

#### Specific Degree Requirements

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

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

LMIS	6013	Management and Evaluation of Media Programs
LMIS	6023	Information Access
LMIS	6033	Collection Management and Development
LMIS	6043	Integration of Library Resources into the Curriculum
LMIS	6053	Instructional Design and Production
LMIS	6083	Library Materials for Children and Young Adults
LMIS	6073	Leadership and Professionalism
LMIS	6203	Practicum in K-12 Library Media

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

EDUC	6103	The Teaching of Reading
EDUC	6153	Balanced Literacy
S ED	6213	Secondary School Curriculum
E ED	6013	Elementary School Curriculum
EDUC	6853	Multimedia for Educators
E ED	6043	Seminar in Elementary Education
S ED	6253	Seminar in Secondary Education
EDUC	6403	School Law
EDUC	6063	Applications of Technology in Education
EDUC	6043	Current Issues and Trends in Education
EDUC	5203	Strategies for Content Area Reading

## School Counseling

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

The school counseling P-8 and 7-12 programs are add-on credentials, meaning the student already holds a valid teaching license in Arkansas. The K-12 program is both an initial and an advanced program. This means that students do not need to have a teaching license. Currently employed teachers who are interested in the K-12 license should understand that it requires a 300 hour internship at an elementary and secondary building for a total of 600 hours. Only in rare instances are concurrent internships approved.

Applicants to the M.Ed. in School Counseling are required to submit a letter of application to the Director of Counselor Education prior to admission to the program.

### Specific Degree Requirements

All candidates for the master's degree with specialization in school counseling will be required to complete 51 semester hours selected from the courses listed below.

#### School Counseling Curriculum

##### Professional Education Core Courses (9 credit hours)

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

EDUC	6403	School Law (not required for licensure)
*S ED	6213	Secondary School Curriculum
*E ED	6013	Elementary School Curriculum

\*P-8 and 7-12 majors select the appropriate class. K-12 majors may pick either but both are not required.

*Plus three semester hours selected from the following (for master's degree):*

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

##### Counseling Core Courses (33 credit hours)

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

COUN	6483	Assessment Procedures for Counselors
COUN	6583	Counseling Children and Adolescents
COUN	6763	Development and Administration of School Counseling Programs

**Supervised Experience (choose 9 credit hours)**

COUN	6493	Practicum in Counseling
*COUN	6653	Internship I in Elementary School Counseling
*COUN	6673	Internship II in Elementary School Counseling
*COUN	6803	Internship I in Secondary School Counseling
*COUN	6823	Internship II in Secondary School Counseling

\*P-8 and 7-12 majors select the appropriate internships. K-12 majors choose one of each, one at each level.

**School Counseling Graduate Certificate**

Courses leading to Certification (12-18 semester hours required):

E ED	6013	Elementary School Curriculum
S ED	6213	Secondary School Curriculum
COUN	6763	Development and Administration of School Counseling Program
COUN	6653	Internship I in Elementary School Counseling
COUN	6673	Internship II in Elementary School Counseling
COUN	6803	Internship I in Secondary School Counseling
COUN	6823	Internship II in Secondary School Counseling

### Student Affairs and College Counseling

The purpose of the M.Ed. in Student Affairs and College Counseling is to prepare individuals for professional counseling and administrative positions in student services departments at a college or university. Potential places of employment for graduates of this program include; residence life and student housing, admissions and student orientation, financial aid, college unions, student activities, recreational sports, individual and group advising, career services, general student services, and other student and academic support programs. The curricular focus emphasizes student development theory and practice, the development of leadership management and organizational development skills, and practical aspects of practice (practicum and internship).

Applicants to the M.Ed. in Student Affairs and College Counseling are required to submit a letter of application prior to admission to the program.

#### Research (3 credit hours)

EDUC	6003	Educational Research
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#### Core Courses (27 credit hours)

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

#### Student Affairs and College Counseling (12 credit hours)

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

#### Field Experience (9 credit hours):

COUN	6493	Practicum in Counseling
COUN	6883	Internship I in College Counseling and Student Affairs
COUN	6893	Internship II in College Counseling and Student Affairs

### Kinesiology – Coaching

The Online Master of Science in Kinesiology – Coaching program (non-licensure) is designed to promote individual change within the professional practice of professionals enrolled in the program. The philosophical foundation of the master’s degree is to extend the students’ prior knowledge and experiences including an understanding of philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communication, sport skills and tactics, organization and administration, and evaluation.

Students will be able to demonstrate competencies outlined by the National Standards for Sport Coaches as well as the competencies that have been established for the graduate programs at Southern Arkansas University. The program will be delivered online to enable working professionals greater flexibility in completing their advanced educational studies. The online format enables working professionals to complete their master’s degree in a timelier manner. Many professionals working and/or living in communities within our region, due to restraints of time and distance, are unable to attend evening courses during the school year. The online environment will allow more educators/coaches greater access to graduate education.

#### Specific Degree Requirements (See the website for course rotation)

KINE	6323	Sport Administration
KINE	6813	Psychology of Athletic Coaching
KINE	6933	Methods of Research in Kinesiology
KINE	6943	Legal Issues in Kinesiology
KINE	6243	Advanced Exercise Physiology
KINE	6423	Instructional Strategies & Techniques in Coaching
KINE	6923	Statistical Methods
KINE	6363	Workshop in Kinesiology
KINE	6823	Scientific Analysis of Sport Skills and Motor Learning
KINE	6433	Sport Safety and Injury Prevention
KINE	6833	M.S. in Kinesiology – Coaching Capstone Portfolio

#### Admission to the Online M.S. in Kinesiology – Coaching Graduate Program:

Admission to the School of Graduate Studies does not imply admission to Online M.S. in Kinesiology - Coaching degree program. Students who are seeking entrance into this program must also meet all the requirements listed below prior to enrolling in graduate courses.

- ✓ Make contact with the Program Director, Mr. Steven D. Dingman, either by phone (870-235-4383) or email ([sddingman@saumag.edu](mailto:sddingman@saumag.edu)).
- ✓ Complete and return the application for acceptance into the Online M.S. in Kinesiology – Coaching Program packet which includes the following:
  - Cover letter and resume including a minimum of three references
  - “Acknowledgement of Program Requirements” form
  - The Cooperating Agency / Mentor Approval Form

If required by the cooperating agency, you may be required to provide a copy of your Criminal History background

check. You must complete one for acceptance to the program when required by the cooperating agency.

**Procedure for Criminal History Check**

1. The ASP form 122, Individual Record Check Form, must be completed in its entirety.
2. A check or money order in the amount of \$25 made payable to the Arkansas State Police must be included for an Arkansas record check. An additional check or money order for \$19.25, made payable to the Arkansas State Police, must be included for the FBI (national) record check.
3. The **signature** on the ASP form 122 or approved agency form **must be notarized.**
4. Return form and fingerprint card to:  
Arkansas State Police, Identification Bureau  
#1 State Police Plaza Drive, Little Rock, AR 72209  
To contact the Identification Bureau, you may call 501.618.8500.

**The ASP form 122 and the fingerprint card are available by contacting the Program Director.**

- o Purchase a *LiveText*<sup>TM</sup> subscription

It is the responsibility of each student to read and understand the Student Handbook for the Online Master of Science in Kinesiology - Coaching Degree Program and the Portfolio Guide for the Online Master of Science in Kinesiology - Coaching Degree Program

**Criteria for Selection into Online M.S. in Kinesiology – Coaching Program**

To ensure quality on-line instruction, the class size for each course is set at twenty students. In the event we receive more than twenty applicants to start each rotation the following criteria will be used to determine who will be selected:

1. Undergraduate degree area / GPA
2. GRE or MAT scores
3. Graduate Assistantship at SAU
4. Coaching experience

**Only those applicants who have completed all admission requirements will be considered for selection into the program.**

### **Mental Health and Clinical Counseling**

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

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

A student's plan of study is designed to meet licensure requirements according to Arkansas law. Southern Arkansas University is not responsible for courses required for licensure if the state changes requirements after the student's program is approved. Earning a master's degree from Southern Arkansas University does not mean that the degree recipient will receive a license.

Applicants to the MS in Counseling program are required to submit a letter of application prior to admission to the program.

#### **Specific Degree Requirements**

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

### **Counseling Curriculum**

#### **Professional Education Core Courses (3 credit hours)**

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

COUN	6403	Introduction to the Counseling Profession
COUN	6413	Ethical, Legal and Professional Issues in Counseling
COUN	6423	Counseling Theories
COUN	6433	Basic Counseling Skills
COUN	6443	Group Counseling
COUN	6453	Human Development for Helping Professionals
COUN	6463	Career Counseling: Theory and Practice
COUN	6473	Counseling in a Diverse Society
COUN	6483	Assessment Procedures for Counselors
COUN	6493	Practicum in Counseling
COUN	6503	Case Management & DSM-IV Diagnosis
COUN	6513	Internship in Clinical and Developmental Counseling I
COUN	6523	Internship in Clinical and Developmental Counseling II
COUN	6533	Advanced Counseling Skills and Techniques



COUN	6543	Substance Abuse Counseling: Theory and Practice
COUN	6553	Marriage and Family Counseling: Theory and Practice
COUN	6563	Human Sexuality: Concepts, Theory and Practice
COUN	6573	Psychopharmacology and the Counseling Profession
COUN	6583	Counseling Children and Adolescents

## **College of Liberal and Performing Arts**

Dr. Helmut Langerbein, dean

The College of Liberal and Performing Arts provides programs that promote behavioral, linguistic, and artistic understanding; critical thinking; and accurate expression, enjoyment, and skillful performance of the arts. The college contributes to the general education of all students by developing their skills in communication, broadening their understanding and appreciation of the diversity of world cultures, providing an introduction to the field of art, music and theatre, and then increasing their skills for fulfilling civic and social responsibilities in a democratic society. The college offers degree programs that provide students with the knowledge and experience in fields of specialization that will enable them to enter graduate and professional schools or to qualify for occupational and professional positions suited to their abilities. Degrees are granted in art (studio, communications design, or game, animation and simulation), criminal justice, English, foreign language (Spanish and French), history, mass communication (digital cinema and media production or mass media), music, music education, political science, psychology, social work, and theatre. The college offers a pre-law program and professional education programs in English, foreign language, and music. In addition, the college offers minors in art history, Africana studies, Asian studies, criminal justice, digital cinema and media production, English, French, geography, history, juvenile justice, mass media, music, philosophy and religious studies, political science, psychology, sociology, social work, Spanish, teaching English as a second language, theatre, and writing. The college is served by the following departments: Art and Design; Behavioral and Social Sciences; English and Foreign Languages; History, Political Science, and Geography; Performing Arts and Mass Communication.

### **Mission Statement**

A liberal education is the best preparation for life and for students' future careers in a modern changing global society. The College of Liberal and Performing Arts seeks to foster students' ability to think critically, become tolerant of diversity, adhere to ethical values, communicate effectively, and become responsible citizens. In addition, the college seeks to inculcate in each student an appreciation of literature, music, theatre, and art, and to provide the campus and region with opportunities for participation in these disciplines.

### **Master of Public Administration (MPA)**

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

#### **Specific Degree Requirements**

Each candidate for the master's degree in Public Administration will be required to complete 21 credits of core courses, 12 credits of electives, and 3 credits of professional project.

#### **Required Core Courses (21 credit hours):**

PA	6003	Public Administration and Public Policy
PA	6023	Ethics
PA	6053	Public and Non-profit Budgeting
PA	6063	Policy Analysis and Program Evaluation
PA	6073	Research Methods
PA	6083	Organizational Leadership
PA	6103	Public Administration Theory and Practice

#### **Electives (12 credit hours) selected from the following:**

PA	6013	Statistics for Public Administrators
PA	6033	Rural Politics
PA	6043	Legal Issues in Public Administration
PA	6153	Public Personnel Administration
PA	6183	Special Topics I
PA	6193	Special Topics II
PA	6093	Community Development
PA	6243	Community Organizing
PA	6133	Non-Profit Fundraising
PA	6163	Social Equity, Public Finance and Org Development
PA	6173	Public Administration and Social Justice
PA	6253	Social Activism

#### **Required Project Course (3 credit hours):**

PA	6113	Professional Project*
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#### **Oral Comprehensive Exams for Public Administration Candidates**

Oral comprehensive examinations will be administered to all graduate students who are pursuing a Master of Public Administration degree. These exams are intended to be a comprehensive review of the courses that the student has taken in the program. Each student will be provided a list of possible questions for the oral comprehensive exam at the beginning of their final semester of coursework. These questions will focus on the material covered in the core and elective classes. The student's advisor will indicate which questions are relevant based on the courses taken by the student.

Comprehensive examinations for candidates for December or May graduation will be given no later than the 12<sup>th</sup> week of the semester in which the candidate plans to graduate. Students intending to graduate in August will complete the oral comprehensive exam during the preceding spring semester.

The exam will be conducted by at least two faculty members, at least one of whom must be a full time regular faculty member. A third faculty member may be included on the exam committee if the student desires. The student will be notified immediately after the oral examination if they have satisfactorily completed the requirement. If the student does not pass the examination, the committee will explain the nature of the deficiencies and suggest review materials or remediation. A second unsuccessful attempt will result in another meeting and further remediation. If a third attempt is unsuccessful, the student will be dismissed from the graduate program with no degree awarded and will not proceed with their professional project. There is no appeal if a student fails the comprehensive exam on the third attempt.

#### **\*Professional Project**

All students are required to complete a professional project. This project is expected to incorporate the skills learned in the MPA program in a written product that is of use to a particular agency or organization. The student must receive prior approval in writing from the director of the MPA program before proceeding on the project. The student must be registered for PA 6113 during the term in which the project is completed. If a project is not completed during the term for which the student is enrolled, a grade of *NC* will be assigned. In order to complete the project the student must be enrolled for the credits during the term in which it will be completed. If the student is successful in completing the project a grade of *CR* will be assigned for the term during which the project was completed. However, any previous *NC* grades will not be changed and only the credits the student earned while enrolled in the semester that the project was completed will be awarded.

#### **Intensive Weekend Courses**

Some courses are offered in the Intensive Weekend format. These are considered hybrid courses which include some online work. The classes are conducted over two weekends during the term and meet Friday 6a.m. – 9p.m.; Saturday 9a.m. – 6p.m.; and Sunday 1p.m. – 6p.m. The student must log in to Blackboard during the first week of classes as shown on the SAU calendar. Students are expected to complete all reading and writing assignments as shown on the syllabus prior to each weekend meeting. Attendance at both weekends is mandatory in order to receive credit for the Intensive Weekend courses.

## **College of Science and Engineering**

Dr. Scott McKay, dean

The College of Science and Engineering is divided into six departments: Agriculture; Biochemistry and Chemistry; Biology; Engineering and Engineering Physics; Mathematics and Computer Science; and Nursing. These departments offer a variety of programs leading to baccalaureate and associate degrees. The college also contributes to the general education of those students majoring outside of the College of Science and Engineering. The Center of Teaching Excellence in Math and Science, coordinated by the college, provides outreach programs and support for the public schools with the general service region of southwest Arkansas.

The mission of the college is to educate students in the natural sciences, physical sciences, mathematics, computer science, agriculture, and nursing to prepare them to enter industrial, governmental, and professional careers as well as advanced degree.

### **Assessment**

The learning goals for each of the major programs and descriptions of the assessment procedures may be found in the departmental assessment reports on the SAU website under Academics and Assessment.

### **Master of Science in Agriculture**

The Master of Science in Agriculture gives the graduate student advanced knowledge in the field of agricultural education, preparing the student to succeed in positions of leadership and management in secondary schools and extension education.

#### **Specific Degree Requirements**

Each candidate desiring to complete the Master of Science in Agriculture degree must complete 33 semester hours, 18 of which are required core courses and 15 elective hours. The eleven courses will be offered in one calendar year. All courses will be taught online. This program is designed to best serve agricultural educators in providing a quality education to place-bound agricultural professionals.

#### **Required Core Courses**

AGRI	6063	Advanced Leadership for Agri Professionals
AGRI	6083	Professional Development in Agriculture
AGRI	6123	Philosophy of Agricultural Education
AGRI	6133	Experiential Learning
AGRI	6153	Leadership of Volunteers
EDUC	6003	Educational Research

#### **Select 15 hours from the following:**

AGRI	6143	Adult Education in Agriculture
EDUC	6403	School Law
EDUC	5033	Classroom Assessment
EDUC	6083	Application of Learning Theories
EDUC	6043	Current Issues and Trends in Education
AGRI	6163	Practical Experiences for Career Orientation Courses
AGRI	6173	Methods of Organizing and Teaching Career Orientation
EDUC	6063	Applications of Technology in Education

## Master of Science in Computer and Information Science

### Statement of Purpose

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

The option of Cyber Security and Information Assurance is designed for roles as security professionals and IT decision-makers. This option addresses security knowledge areas including risk analysis and infrastructure, forensics, cyber security technology tools and areas of the NSA Certified Information Systems Security Professional (CISSP).

### Undergraduate Requirements

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

### Specific Degree Requirements

Each candidate for the Master of Science in Computer and Information Science degree must complete a minimum of 30 semester hours of coursework.

Core courses (12 hours):

MCIS	5103	Advanced Programming Concepts
MCIS	5113	Web Technology
MCIS	5413	Web Programming
MCIS	5133	Data Base Management Systems

Choose 18 hours from the following:

MCIS	5003	Survey of Information Tech with Applications
MCIS	5013	The UNIX Operating System
MCIS	5153	Design and Analysis of Web-based Info System
MCIS	6153	Software Engineering
MCIS	6123	Decision Support Systems
MCIS	6133	User Interface Implementation
MCIS	6143	Web Application and Web Services
MCIS	6163	Computer Networking
MCIS	6173	Networking Security
MCIS	6243	Wireless and Mobile Security*
MCIS	6223	Risk Analysis and Infrastructure*
MCIS	6213	Applied Cryptography*
MCIS	6233	Computer Forensics*
MCIS	6183	Special Topics
MCIS	6983	Internship in Computer and Information Science

\*Required for emphasis in Cyber Security and Information Assurance

## **Academic Policies and Procedures**

### **Additional Master's Degree**

Students holding a valid master's degree from an accredited institution may be awarded an additional master's degree upon the completion of a minimum of 30 additional hours of approved coursework. A maximum of nine hours of approved courses taken with the first degree may count toward the second degree as long as the 30 additional graduate hours minimum is met. These courses must have been completed no more than six years prior to enrollment in the second degree (five years for transfer hours) and must be required in both degrees. All requirements for the second degree must be met. Degrees with options or emphases cannot be awarded more than once.

### **Obtaining Two Degrees Concurrently**

A graduate student may earn two graduate degrees simultaneously, provided that the student:

1. Satisfies all degree requirements for both degrees
2. Earns at least 30 hours of coursework unique to each degree
3. Double counts (i.e., counted in both programs) no more than nine hours for both degrees as approved by the dean(s)
4. Maintains separate degree plans
5. Completes and files an online Application for Graduation in the School of Graduate Studies for each degree (see the SAU website for exact dates)

### **Concurrent Enrollment**

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

An undergraduate senior in the College of Business at Southern Arkansas University may enroll in no more than six hours of graduate coursework during his or her final semester of undergraduate coursework, enrolling in no more than twelve total hours for the semester. For example, the student may enroll in nine undergraduate hours and three graduate hours, or six undergraduate hours and six graduate hours. Students must meet the MBA admission requirements before enrolling in the graduate courses.

### **Academic Advising**

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



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

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

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

#### **Course Numbers**

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

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

#### **Course Loads**

**Six credit hours or more are considered full-time in a regular academic semester.**

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

#### **Registration**

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

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

The last day a student will be allowed to register is the Thursday of the second week of classes of a regular semester or the third day of the first week of a summer session. Students entering late (after the regular registration period) must pay a \$50 late registration fee and may be required to take a reduced class load.

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

#### **Change of Registration**

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

#### **Dropping a Course**

A student may drop a course without penalty until the end of office hours on Wednesday of the 11th week of a regular semester or Wednesday of the third week of a summer term subject to the consultation with the advisor and the payment of a \$10 fee. A student will not be allowed to drop a course after these deadlines except for circumstances beyond the student's control which are approved by the Registrar.

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

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

#### **Auditing Courses**

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

#### **Withdrawing from the University**

##### **Withdrawing from the University (through week 11 of a semester or week three of a summer session or week 10 of a long summer session or day 4 of an intersession)**

A student who chooses to leave the University for any reason must officially withdraw. The student should submit a request to withdraw via Campus Connect through his/her MySAU account. The process is not complete until the withdrawal has been approved by each administrative area listed: 1.) Residence Hall Director, 2.) Post Office, 3.) Dean of Students, 4.) Director of Library, 5.) Business Office, 6.) Financial Aid, and 7.) Registrar's Office. If a student has a hold in any of the administrative areas, he/she will have five business days to resolve the hold. The official date of withdrawal will be the date in which all holds have been removed. Any student who pre-registers and saves a schedule on-line or by signing a statement with the Business Office must follow this withdrawal process.

##### **Withdrawing from the University (week 12 through week 14 of a semester or week four of a summer session or week 11 of a long summer session)**

If a student withdraws from the University from week 12 through week 14 of a semester or week four of a summer session or week 11 of a long summer session, a grade of *W* will be given for each course the student is passing at the time of the withdrawal, or a *WF* will be given if the student is failing. Exceptions to this policy may be made in the case

of illness or some other valid reason. The student must follow the process as outlined in section “Withdrawing from the University (through week 11 of a semester or week three of a summer session).”

**Withdrawing from the University (the two final weeks of a semester or during the final week of a summer term or beginning day 5 of an intersession)**

A student may not officially withdraw from the University during the two final weeks of a semester or during the final week of a summer term, except for documented circumstances beyond the student’s control and cases approved by the vice president for academic affairs. If approved, the student must obtain a withdrawal card from the Office of Student Life. The process is not complete until the withdrawal card is signed by each administrative area listed in the following order: 1.) Residence Hall Director, 2.) Post Office, 3.) Dean of Students, 4.) Director of Library, 5.) Business Office, 6.) Financial Aid, and 7.) Registrar's Office. Appeals must be approved by a committee of the vice president for academic affairs, the vice president for finance, and the vice president for student affairs. A grade of *W* will be given for each course the student is passing at the time of the withdrawal, or a *WF* will be given if the student is failing.

**Class Attendance**

Each student enrolled in a course is expected to attend all class meetings. A student who is absent from a quiz, examination, or other class exercise must report to the professor the reason for the class absence. If the cause of absence is acceptable, the instructor may arrange for the student to make up the work missed. While online courses may not require specific in-class attendance, students are expected to meet all due dates and requirements as stated in the syllabus.

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

Notification of excessive absences (*WN* or *WF*) may not be given during the final two weeks of a semester or the final week of a summer term.

**Grading System**

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

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

Other grades that may be recorded are *AU*, audit; *CR*, credit; *I*, incomplete work; *NC*, non-credit; *P*, pass; *W*, withdrawal with passing work; *WN*, withdrawal for excessive absence and *WF*, withdrawal with failure. A *WF* is computed as an *F* in the grade point average; a *W* is not computed in the grade point average.

#### **Incompletes (*I* Grades)**

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

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

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

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

#### **Grade Point Average**

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

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

#### **Repeating Courses**

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

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

#### **Length of Time to Complete a Degree**

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

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

All courses for the master's degree, including courses accepted as transfer credit from other universities, must be completed within a six-year period (e.g., enrollment date of Fall 2015 - degree requirements must be completed by Fall 2021; or Spring 2015 graduation - courses completed prior to Spring 2009 will not count towards degree completion).

#### Transfer of Credit

With the approval of the advisor and the dean of the School of Graduate Studies, up to nine semester hours of approved coursework from regionally accredited institutions for which the student earned a grade of *B* or higher may be applied toward a master's degree. **All transfer hours submitted for program credit must have been completed no more than five years before enrollment in the SAU graduate program.** Faculty of a particular graduate program may restrict the number of transfer hours permitted to a lower maximum than permitted by the general graduate school policy. Some programs in the College of Education will accept up to nine hours of credit from American Council of Education (ACE).

A student wishing to transfer credits from other institutions must provide the School of Graduate Studies a course description or syllabus, and an official transcript from the transferring institution if the transcript is not on file with the registrar. Transfer credits will be accepted only from institutions that have accredited programs similar to those of SAU. Transfer credits will be posted on the SAU transcript; however, grades earned at other institutions will not be used to calculate a student's cumulative grade point average. Students should be aware of the difference in quarter hours and semester hours. Quarter hours do not equate to semester hours.

If, after admission to an SAU program of study, a student wishes to take a course at another institution to count toward program requirements at SAU, the student must secure, in advance of enrollment, advisor approval and submit an off-campus approval form to the School of Graduate Studies. Additionally, students who wish to take a course off-campus **during the semester of graduation** must submit a request to take off-campus courses during the semester of graduation form. Both forms can be found on our website [www.saumag.edu/graduate](http://www.saumag.edu/graduate).

#### Workshop Credit

Workshops typically involve educational experiences in which an attempt is made to develop specialized skills in focused areas, often emphasizing a hands-on approach. Students taking workshops for graduate credit are required to follow all graduate school admission procedures as listed in the graduate catalog. Workshop students have a choice of continuing education credit through the Office of Continuing Education or graduate credit through the School of Graduate Studies. Student file must be complete in graduate office *before* the workshop begins to receive graduate credit.

**A maximum of six credit hours in workshop courses may be counted in a degree program, subject to the approval of the graduate advisor and the college dean.** Individual degree programs may be more restrictive in their policies regarding the number of workshop credits that can be counted toward a graduate degree. In addition to these workshop credits, with advisor approval, a student in a teacher education degree program may enroll in an additional three hours of EDUC 6801-3 or EDUC 6813 Teacher Education Seminar for credit toward a degree program. **Workshop credit may not be used to satisfy professional education core requirements.**

### Degree Audit

At the completion of 12 hours of graduate coursework, students pursuing a master's degree are required to review their degree audit, grades earned, and any deviations from the degree plan and submit verification of the degree audit online. Students will be placed on hold until verification is received in the graduate office. When changes to the degree plan are made, the advisor is required to approve the changes. The degree audit is a student's final degree plan. A student must have a 3.0 GPA to complete a degree audit. Any unauthorized changes in the plan may result in the student having to take additional courses to satisfy requirements for the degree.

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

### Thesis

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

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

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

The choice of a thesis program or a non-thesis program should be determined and declared when the degree audit is submitted (upon completion of 12 hours). The student's graduate degree committee must be selected at that time and the committee members must sign the degree audit.

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

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

### **Comprehensive Examinations**

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

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

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

### **Portfolios and Projects**

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

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

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

## Graduation

### Grade Point Average Required for Graduation

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

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

### Application for Graduation

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

1. Check with the program advisor for exact dates of graduate comprehensive exams, portfolios and other deadlines.
2. Complete and file an Application for Graduation online at [www.saumag.edu/graduate](http://www.saumag.edu/graduate) (see the SAU website for exact deadlines).
3. Pay graduation fee in the Business Office. The Business Office will bill the student for all graduation fees.
4. Review with the advisor the degree audit and any other conditions or changes needed to meet program requirements that may require additional courses or course substitutions.
5. Check with the School of Graduate Studies to determine if any deficiencies exist (e.g., course substitution forms).
6. Successfully complete exit requirement (e.g., comprehensive exam, portfolio) if required in the program of study.

To become a candidate for May graduation, a student must apply for graduation in early November during the prior fall semester. To become a candidate for August or December graduation, a student must apply for graduation in early April during the prior spring semester. Check the SAU website for exact deadlines each semester. Failure to meet these deadlines will result in a \$50 late fee.

For graduation purposes, **students will not be allowed to take courses off-campus the last semester/term of graduation.** Any exceptions to the regulation will be recommended by the dean of the student's major and approved by the registrar. Examples of exceptions to this regulation would be: class cancellations, classes not offered, class conflicts, and any other documented circumstances beyond a student's control.

It is the student's responsibility to have official transcripts sent to the Office of the Registrar at SAU for hours earned at other institutions. In order to graduate, an official transcript from the registrar of the off-campus institution verifying a grade of *B* or higher in each course must be received in the Office of the Registrar no later than one business day after the graduation ceremony.



Failure to meet this deadline will result in requiring the student to reapply for graduation. The student will then graduate at the next date of commencement provided all essential documents are complete and the student has reapplied for graduation.

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

### **Grade Appeals**

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

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

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

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

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

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

### **Academic Probation and Suspension**

A graduate student is expected to maintain a cumulative 3.0 average. Students who do not maintain a graduate cumulative grade point average of at least 3.0 will be placed on academic probation at the end of the semester, regardless of whether or not they receive notification. Any graduate student who receives a grade of *D*, *F* and/or *WF* in any graduate-level course will be placed on academic probation whether or not they receive

notification. Transfer students with a cumulative gpa below 3.0 or on probation at another university will be placed on academic probation at SAU. A student placed on academic probation will be suspended from school if the current semester grade point average falls below 3.0 and/or receives a grade of *D, F or WF* in any semester while on academic probation.

A student suspended for academic reasons will not be allowed to register for classes or attend the University for one full semester (i.e., fall or spring). After one semester, the student may apply for readmission to the University on academic probation. The student will not be permitted to enroll further without the consent of the Graduate Council. To continue in graduate studies, the student must submit a written petition to the Graduate Council requesting reinstatement and outlining a plan to remedy the academic situation. If the student's current semester grade point average falls below 3.0 while on academic probation after the first suspension, the student will be suspended for one year from the date of the second suspension. After one year, the student may apply for readmission on academic probation. To continue in graduate studies, the student must submit a written petition to the Graduate Council requesting reinstatement and outlining a plan to remedy the academic situation. Failure to earn at least a 3.0 in any semester while on probation after the second suspension will result in indefinite academic dismissal.

#### **Academic Suspension Appeals**

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

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

#### **Other Academic Appeals**

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

#### **Transcripts**

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

**Official** - This transcript is issued directly from SAU to another educational institution or employer.

**Official - Issued to student** - This transcript is stamped "Issued to Student."

**Unofficial** – This transcript can be obtained from the student's account on Campus Connect.

**Advising** - This transcript is used by the student and advisor to plan a program of study. It can be requested by the student or advisor in the Office of the Registrar, but is released only to the advisor.

The two types of official transcripts must be requested by the student in the Office of the Registrar.

## **Student Responsibilities**

### **Fulfilling Requirements**

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

### **Consulting with the Advisor**

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

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

### **Academic Integrity Policy**

(The following Policy on Academic Integrity, developed by an ad hoc committee appointed by the Faculty Senate, was approved by the Faculty Assembly in 2010.)

The mission of Southern Arkansas University empowers all members of the University community to develop and encourage learning environments that create, expand, acquire, share, evaluate, and communicate knowledge. Academic integrity at SAU is an organizational and individual responsibility to honesty in all learning experiences. Students, faculty, and staff share responsibility for maintaining the highest standards for academic integrity. This policy focuses on the academic integrity in course-related work, its basis and context is applicable to all.

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

#### **A. Plagiarism**

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

1. To avoid plagiarism give written credit and acknowledgment to the source of thoughts, ideas, and/or words, whether you have used direct quotation, paraphrasing, or just a reference to a general idea.

2. If you directly quote works written by someone else, enclose the quotation with quotation marks and provide an appropriate citation (e.g., footnote, endnote, bibliographical reference).
3. Research, as well as the complete written paper, must be the work of the person seeking academic credit for the course. (Papers, book reports, projects, and/or other class assignments are not to be purchased from individuals or companies which provide these services.)

**B. Cheating**

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

1. Observing and/or copying from another student's test paper, reports, computer files, and/or other class assignments.
2. Giving or receiving assistance during an examination period. (This includes providing specific answers to subsequent examinees and/or dispensing or receiving information which would allow a student to have an unfair advantage in the examination over students who did not possess such information.)
3. Using class notes, outlines, and other unauthorized information during an examination period.
4. Using, buying, selling, stealing, transporting, or soliciting, in part or entirety, the contents of an examination or other assignment not authorized by the professor of the class.
5. Exchanging places with another person for the purposes of taking an examination or completing other assignments.

**C. Fabrication**

Fabrication is faking or forging a document, signature or findings of a research project.

1. Fabrication is most commonly associated with falsified research findings.
2. Other forms of fabrication may include unauthorized collaboration or submitting the same paper or portions of the same paper of two different courses without the consent of both instructors.

**Notification of Charge of Academic Misconduct**

In the event an instructor determines that a student has engaged in academic misconduct, the instructor will notify the student of the allegation and the basis on which it is made and inform him/her of the action or sanction the instructor deems appropriate, consistent with the terms of Penalties for Academic Misconduct section of this policy.

**Penalties for Academic Misconduct**

Each instructor will decide on a case-by-case basis what penalty will be given to the student for his/her academic misconduct; such penalties are described in the table

below. The instructor will notify the dean of the college of the allegation and the penalty assigned. The dean will inform the student of his/her right to appeal. Within seven working days of the dean's notification, the student has a right to request an appeal through the procedures set forth below.

If the student does not appeal, the faculty member may send all documentation and appropriate form(s) that contain a description of the academic misconduct and the penalty assigned to the Registrar for filing in the students record. Institutional responses to allegations of misconduct fall into two categories:

1. automatic penalties based on an official allegation;
2. possible penalties that will result if the student is not exonerated.

The institutional responses seek both to educate and reprimand students while promoting academic integrity. These responses vary based on previous infractions and their outcome.

**Infraction Penalties Unless Exonerated by Appeal**

Infraction	Automatic Penalties	Possible Penalties unless exonerated by appeal
First	1. Referral to Academic Integrity Workshop 2. Instructor sanction	1. Permanent record in Registrar's Office 2. Meeting with college dean
Second	1. All of the above 2. Meeting with college dean	1. Permanent record in Registrar's Office 2. Referral to Academic Integrity Council for University sanction
Third	1. Permanent record in Registrar's Office 2. Referral to Academic Integrity Council for University sanction	

**Academic Misconduct File**

All documentation sent to the Office of the Registrar relevant to a student's academic misconduct will be maintained in both electronic and paper files. The files will be created and housed in the Office of the Registrar. Hard paper copies will reside on file in the office of the college dean in whose college the alleged misconduct occurred. Academic misconduct files shall only be used by non-student university employees as necessary in the case of an appeal. If the student makes a formal appeal, it will be decided in accordance with the procedures set forth below. If the instructor is not able to give notice to the students, the instructor will send the information to the Office of the Dean of Students for delivery to the student. Students may not drop a class until the allegation of academic integrity violation has been resolved. If the allegation is confirmed the instructor retains the ability to give a grade for the course if the student decides to drop the class after completion of the process.

**Appeals Process**

A student may appeal the charge of academic misconduct and any sanctions or actions taken by the instructor through the procedures set forth below, beginning at the department level, and proceeding to the University level, if necessary.

**1. Appeals at the Department Level:**

- a. After the instructor advises the student of an accusation of academic misconduct and the penalties to be applied, the student has seven (7) working days of receiving this information to meet informally with the instructor to attempt to resolve the matter.
- b. If the student is not satisfied with the action of the instructor, then within seven (7) working days of the meeting with the instructor, the student may submit a formal written appeal to the department chair. Within seven (7) working days of receipt of the written appeal, the chair will meet with the student to attempt to resolve the matter.
- c. If the student is not satisfied with the action of the department chair, then within seven (7) working days of the meeting with the department chair, the student may submit a formal written appeal to the dean of the appropriate college.

**2. Appeals at the University Level:**

- a. Within a reasonable time [generally not more than seven (7) working days of receipt of the written appeal], the instructor and department chair must submit the following materials to the dean of the college: a description of the academic misconduct and any penalties assigned and all pertinent documentation concerning the academic misconduct. The dean of the college may ask for additional documentation from the student's academic misconduct file if such documentation exists.
- b. Within seven (7) working days of receipt of the appeal, the dean of the college will submit a written decision to the student with copies to the instructor and to the department chair. If the dean of the college does not fully exonerate the student of the charge of academic misconduct, he/she will submit the written decision to the Office of the Vice President for Academic Affairs and retain all pertinent documentation regarding the academic misconduct in the student's academic misconduct file.
- c. If not satisfied with the action of the dean of the college the student may submit a written appeal to the vice president for academic affairs for referral to the Academic Integrity Council seven (7) working days after receiving notice of the decision.
- d. Within seven (7) working days of receipt of the student's appeal, the vice president for academic affairs will refer the appeal to the Academic Integrity Council for a hearing and inform the instructor, department chair, college dean. The composition of the Council may be found in the complete policy as stated in the Faculty Handbook on the SAU website.
- e. The Council will submit the report of the hearing and the recommendations of the Council to the vice president for academic affairs and the vice president for academic affairs may choose appropriate designees to act on her/his behalf. The vice president for academic affairs (or designees) will render the final decision after considering the recommendations and report of the Academic Integrity Council. The vice president for academic affairs (or designees) will send a report of the final decision to the student, instructor, department chair, college dean and Registrar.

### **Change of Name or Address**

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

### **Student Conduct**

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

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

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

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

## **Tuition and Fees: Financial Aid and Assistantships**

### **Costs and Finances**

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

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

### **Out-of-State Tuition Waiver**

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

### **Arkansas Taxpayer Waiver**

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

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

1. Dependent student or parent must provide a W-2 or verification of Arkansas earnings of \$5,500 or more for the prior tax year.
2. Student and parent must live in one of the following counties or parishes:  
Louisiana: Claiborne, Union, or Webster  
Mississippi: Coahoma or Tunica  
Missouri: Barry, Dunklin, McDonald, Oregon, Ozark, Pemiscot, Ripley, or Taney  
Oklahoma: Delaware, LeFlore, McCurtain, or Sequoyah  
Tennessee: Dyer, Shelby, or Tipton  
Texas: Bowie

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

### **Arkansas Residents Aged 60 or Above**

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

### **Refund Policies for Title IV Withdrawals**

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

### **Institutional Refund Policy**

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

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

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

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

### **Financial Aid**

Graduate students are eligible to apply for the unsubsidized federal direct student loan with funds being provided by the U.S. Department of Education. A student must be



enrolled in a minimum of 6 hours and degree seeking to be considered for the loan. All graduate students who need financial assistance to attend Southern Arkansas University should contact the University's Office of Financial Aid (located in Nelson Hall) between January 1 and June 1 of each year. Eligibility for federal aid programs is determined through the filing of the "Free Application for Federal Student Aid" (FAFSA) need analysis. Students may be considered for one or more of the following types of aid:

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

#### **Vocational Rehabilitation**

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

#### **Graduate Assistantships**

Graduate assistantships are limited in number and are awarded on a competitive basis, subject to criteria such as grade point average, test scores, skills offered by the applicant, needs of the college or department, and order in which the assistantship application was received. When awarding assistantships, priority will be given to graduate students who do not hold a 40 hr. per week position.

To be eligible for a graduate assistantship, a graduate student must complete the following procedures:

- A. Complete an application for an assistantship, available from the School of Graduate Studies website [www.saumag.edu/graduate](http://www.saumag.edu/graduate), which describes previous training and experience supported by at least three references. The applicant may indicate an area of preferred placement on the application. The deadlines to apply for an assistantship: July 1<sup>st</sup> for fall, December 1<sup>st</sup> for spring, and May 1<sup>st</sup> for summer.

The application for an assistantship must be submitted to the School of Graduate Studies, who will verify that the student has met all criteria established below and forward the application to the department/director granting the assistantship. **Applicants who visit campus offices (other than the School of Graduate Studies) requesting a position may not be considered for an assistantship.**

- B. Be fully admitted to a degree or licensure program in the School of Graduate Studies at SAU.
- C. Enroll in a minimum of **six** and a maximum of **nine** hours of graduate work (three/six per summer session). A student enrolled in either of the two plan of study options in the Online M.S. in Kinesiology – Coaching Program shall meet the requirement for minimum enrollment for a graduate assistantship as long as they are enrolled in

the courses required by the set curriculum. If the student's enrollment drops below six hours (three hours each summer session), any unused portion of the assistantship and all fee reductions must be forfeited. The effective date for forfeiting unused portions of the assistantship will be the date in which the student withdraws from a course and thus falls below the minimum course load requirement. Please keep in mind that graduate students must be enrolled in nine hours to be officially considered full-time according to the Arkansas Department of Higher Education definition.

- D. Meet criteria established by the department/director offering the assistantship. Each department/director establishes the minimum competencies required for the assistantship in that area.
- E. Be available to work 20 hours/week in assigned duties.  
(Including holiday weeks)
  - 15 weeks for the fall and spring semesters (total of 300 hours per semester)
  - 5 weeks each summer session (total of 100 hours per semester)
- F. Maintain academic standards:
  - Have a grade point of at least 3.00 on all graduate coursework.
  - Have no grade of *C* or lower in a graduate course.

**A graduate assistant failing to uphold these academic standards forfeits the graduate assistantship and will not be eligible to re-apply.** Any exceptions to this policy require written approval of the College Dean or Program Director and the Vice President for Academic Affairs, with justification forwarded to the Graduate Dean for a decision on the request. Any final appeal may be made to the VPAA.

#### **Graduate Assistant Compensation and Responsibilities**

- I. Tuition  
Students who reside outside of Arkansas can complete the *Graduate Assistant Waiver of Non-Resident Tuition* to waive the out-of-state fee. If you wish to pay tuition and fees out of your stipend, please visit student accounts prior to the payment deadline to set up a payment plan.
- II. Stipend  
During the fall and spring semesters, students will receive four paychecks of \$1,000 each for a total of \$4,000 per semester. During summer terms, students will receive one paycheck of \$1,320 per semester.
- III. Timesheets  
It is the responsibility of the graduate assistant to submit timesheets to the **School of Graduate Studies** by 5 p.m. on the day they are due. Failure to follow this procedure repeatedly will cause a delay in receiving a paycheck.
- IV. Evaluations

The supervisor and the graduate assistant should meet at the end of each month to complete an evaluation. Completed evaluations should be submitted to the graduate office.

V. Renewal Process

It is the responsibility of the graduate assistant to request renewal of a semester or summer session contract, if desired. To be considered for renewal, the graduate assistant must:

- A. Have a grade point average of at least 3.00 on all graduate hours taken.
- B. Have no grade of *C* or lower in a graduate course.
- C. Enroll in a minimum of **six** and maximum of **nine** hours of graduate work (three/six per summer session).
- D. Satisfactory ratings (average score of 3) for all evaluations received the previous semester.

**Students may hold an assistantship for a maximum of two years.**

A graduate assistant who fails to uphold the guidelines will be required to report to the graduate dean. If problems persist, Southern Arkansas University reserves the right to terminate the contract.

## **Ann Keese Thomas Graduate Scholarship**

Two graduate scholarships are available based on a competitive basis to students **who are not receiving graduate assistant funding** and meet the following criteria:

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

**Deadline: May 31st**

**Conditions which apply:**

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

## **Student Affairs**

The Student Affairs Division is designed to provide experiences, activities, and services to assist SAU students in performing at the maximum level. Included in this division are the services of orientation, admissions and records, housing and dining services, counseling and testing, disability support services, health services, student employment, career planning, multicultural services, student activities, Upward Bound, student support services, communications center, international students, talent search, ADAPT, student life and University Police Department. These services are under the direction of the vice president for student affairs.

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

## **Campus Housing**

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

1. Completed Application for University Residence Halls along with a \$100 housing deposit
2. Completed Application for Admission form

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

A University Court apartment will be reserved for enrolled SAU students with families, i.e., single parents or married couples with children, who are officially admitted to the University and have the following credentials on file on a first come, first served basis:

1. Completed Application for University Village and University Court apartments along with a \$200 deposit
2. Completed Application for Admission form

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

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

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

A housing application and/or contract may be canceled and the housing deposit refunded when written notification of desire to cancel is received by the Office of University

Housing on or before August 1 for an entire academic year (fall and spring semesters) contract, January 1 for a spring semester only contract, May 1 for a first summer session contract, and June 1 for a second summer session contract. If a student who has submitted an application for housing does not enroll or does not cancel in writing before the above dates, the deposit will be retained by the University.

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

#### **Housing Regulations**

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

#### **Residence Halls**

**Bussey Hall**, a three-story facility, is air-conditioned and provides 100 rooms for women. Television room and computer labs are located in the main lobby. Each floor has two laundry rooms, two bathrooms with showers and tubs, and carpeted hallways. Residential Interest Groups living in Bussey include Education, First Year Experience, and Health and Wellness.

**Fincher Hall** provides 45 suite-style rooms for men and women. The completely air-conditioned hall has a computer lab, classroom, commons on the first floor, and lounges on each floor. Fincher Hall is the home of *The Residential College* and First Year Experience.

**Greene Hall** provides 105 rooms for men. The completely air-conditioned building has a computer lab, vending, and laundry room. Bathrooms are located on each floor. Residential Interest Groups living in Greene include Best in Business, Greene Light Art, and First Year Experience.

**Harrod Hall**, providing 99 rooms for men and women, is a completely air-conditioned three-story building. A glassed-in lobby faces a patio. A TV lounge and vending area is located on the first floor. Each floor has a laundry room, four bathrooms, and carpeted hallways. The Performing and Visual Arts and Nursing as well as First Year Experience interest groups are housed in Harrod.

**Honors Hall**, located at the north end of the campus, provides 92 rooms for men and women. The completely air-conditioned hall has a computer lab, classroom, and commons on the first floor and lounges on each floor. Each room is equipped with lavatories, study desks, closets, and chest of drawers. Honors North has suite-style room arrangement and houses the Honors College. Honors South also houses the Honors College, Leadership College and First Year Experience.

**Talbot Hall** provides 96 rooms for men and women and temporary/overflow housing. Computer lab, vending and laundry room surround the main lobby. The three-story building is completely air-conditioned. Bathrooms and small lounges are located on each floor. Talbot Hall houses the football team, Health and Wellness as well as First Year Experience.

**Talley Hall** is a three-story building, is completely air-conditioned, and provides 96 rooms for men and women. Computer lab, vending, and laundry room surround the main lobby. Bathrooms are located on each floor. Talley is home to the Agriculture, Education, and the First Year Experience interest groups.

**University Hall** offers two bedroom, suite-style units. Each unit is complete with wall-to-wall furnishings with living room, bathroom and kitchen accommodations. Additional lifestyle accommodations as a part of the University Village complex include a clubhouse, pool, convenience store, laundry facility, student lounge, computer lab and meeting areas. All basic utilities are provided.

**University Village Apartments** are available to juniors, seniors, graduate students, students who are single parents, and married students. University Village has 36 two-bedroom, one-bath and 48 four-bedroom, two-bath apartments. Each apartment has fully furnished bedrooms, living room, and kitchen. Each bedroom has a full-size bed, study desk and chair, chest of drawers, and closet. The kitchen features an electric range/oven, microwave, dishwasher, and refrigerator, and washer/dryer. The Village Clubhouse provides a laundry room, student lounge, convenience store, and swimming pool.

**University Court Apartments** are available to SAU students with families, i.e., single parents or married couples with children. There are 18 furnished two-bedroom, one bath family units available year-round. The laundry room is in a common area.

## University Services

### University Health Service

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

### Student Support Services

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

### **Tutoring Center**

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

### **Writing Center**

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

### **Student Activities**

Activities play an important role in the development of students at Southern Arkansas University. Participation in activities is recognized as vital training for a University student, and SAU has more than 100 student organizations that sponsor activities and functions. Eligibility for membership in organizations is based on interest and, in some cases, academic achievement and invitation. The organizations are classified under seven major headings: recognition and honor societies; special interest groups; departmental and professional organizations; religious organizations; student government; hall councils; and social fraternities and sororities. Additional information on these organizations, as well as information on how to get involved or how to start a new organization, is available in the Office of Student Activities, (870) 235-4925.

### **Departmental and Professional Organizations**

Accounting and Finance Society	Horticulture Club
Ag Club - Collegiate FFA	Kappa Kappa Psi
Agriculture/Business Club	Lambda Alpha Beta
American Choral Directors Association – Student Chapter	Lambda Epsilon Iota
Arkansas Federation of Council for Exceptional Children	Music Educators National Conference
Association for Supervision and Curriculum Development	New Masters Fine Arts Club
Athletic Training Student Club	Phi Alpha Theta (history)
Biology Club	Phi Beta Lambda (business)
Chamber Singers	Pivot Point (art and design)
Chinese Club	Political Affairs Club
Collegiate Farm Bureau and Agriculture Club	Pre-Law Society
Concert, Symphonic Marching, and Jazz Bands	Pre-Med Club
Digital Media Production Organization	Pre-Veterinary Club
Emerging Writers	Rodeo Team
Enactus	Russian Club
Encore	Social Work Education Leaders (SWEL)
Engineering Club	Society of Physics Students
French Club	Spanish Club
Graduate Student Counseling Association	Student Arkansas Education Association
Heritage Singers	Student Athlete Advisory Committee
	Student Management and Marketing Association
	Student Nursing Association
	Symphonic Wind Ensemble
	Tau Beta Sigma



History/Political Science Club  
HKR Club  
Honors College Association

*The Bray* (student newspaper)  
University Sociology Club

#### **Hall Councils**

Bussey Hall Council  
Fincher Hall Council  
Greene Hall Council  
Harrod Hall Council

Honors Hall Council  
Talbot Hall Council  
Talley Hall Council  
University Village Apts. Council

#### **Recognition and Honor Societies**

Alpha Chi  
Alpha Psi Omega (theatre)  
Alpha Tau Alpha  
Beta Beta Beta (biology)  
Beta Gamma Sigma (business)  
Chi Sigma Iota  
Kappa Delta Pi (education)

National Residence Hall Honorary  
Order of Omega  
Pi Gamma Mu (social sciences)  
Psi Chi (psychology)  
Sigma Tau Delta (English)  
Sigma Alpha Phi (academic/leadership)

#### **Religious Organizations**

Association of Baptist Students  
Baptist Collegiate Ministry  
Campus Church  
Catholic Campus Ministries  
Chi Alpha Christian Fellowship  
Church of Christ Student Center  
Fellowship of Christian Athletes

Genesis Ministries  
Missionary Baptist Student Fellowship  
Secular Student Alliance  
Real Life Campus Ministries  
Wesley Foundation  
World Religions Club

#### **Special Interest Groups**

African Students Organization  
Alcohol and Drug Abuse  
Prevention Team (ADAPT)  
Alpha Phi Omega  
Anime Club  
Black Students Association  
Cheerleaders  
Chinese Club  
College Democrats of America  
Cricket Club  
Creating a Smile  
Ducks Unlimited  
Fishing Club  
GAMMA (Greeks Advocating for the  
Mature Management of Alcohol)  
International Student Association  
Latinos Unidos

Legit Blaze  
Mulerider Agri-Women  
Non-Traditional Students  
Sigma Phi Lambda  
Pom Squad  
President's Ambassadors  
Residential College  
SABT (Student Advocating for a Better  
Tomorrow)  
Sister 2 Sister  
Soccer Club  
Student Outreach for the Differently Abled  
(SODA)  
Student Veterans Association  
Trap Shooting Team  
The 29<sup>th</sup> Day Preventive Task Force  
The Gay-Straight Alliance

#### **Student Government**

Inter-Fraternity Council  
Inter-Greek Council  
Leadership Council  
Panhellenic Council

National Pan-Hellenic Council (NPHC)  
Residence Hall Association  
Student Activities Board (SAB)  
Student Government Association

### Social Fraternities and Sororities

The University has eight national social sororities and nine national social fraternities. Membership in these fraternities and sororities is by invitation only.

#### Fraternities

Alpha Gamma Rho  
Alpha Phi Alpha  
Iota Phi Theta  
Kappa Alpha Psi  
Omega Psi Phi  
Phi Beta Sigma  
Phi Lambda Chi  
Phi Mu Alpha Sinfonia  
Sigma Pi

#### Sororities

Alpha Kappa Alpha  
Alpha Sigma Alpha  
Delta Sigma Theta  
Phi Mu  
Sigma Alpha  
Sigma Gamma Rho  
Sigma Sigma Sigma  
Zeta Phi Beta

### Publications

The University has one student publication produced entirely by students. *The Bray* is the campus news source and is published online with one printed edition each fall and spring. This publication offers students opportunities for professional practice and some paying jobs. All students are eligible to apply for positions on the staff of *The Bray*.

*The Mulerider*, SAU's yearbook is a publication produced by the University Communications Center. The yearbook serves as a historic record of each year's events. It includes event photos, student, faculty and staff photos as well as stories about the people and things that defined the school year.

*The SAU Stater* is the University's magazine for alumni and friends. Published twice each year, the magazine is distributed to approximately 20,000 people around the world. It includes special interest stories, University news, student and faculty spotlights, and class news. Content from *The SAU Stater* may also be found online at [www.saustater.com](http://www.saustater.com).

### SAB (Student Activities Board)

The Student Activities Board has the responsibility for planning and implementing activities for SAU students. Events include movies, dances, concerts, comedians, and noontime programs featuring touring artists as well as talented SAU students. Applications for membership to the SAB are available in the Office of Student Activities, located in the Donald W. Reynolds Campus and Community Center; the phone number is (870) 235-4925.

### Sports Activities

Sports activities are organized in a comprehensive program for individual and group participation and competition. Intramural activities for men and women, as well as co-educational activities, are sponsored throughout the University year. Competition is held in badminton, basketball, table tennis, softball, swimming, tennis, touch football, track and field, volleyball, and water basketball.

Men's varsity teams compete in the NCAA Division II Great American Conference in baseball, basketball, cross-country, football, golf, and track and field.

Women students also compete in the NCAA Division II Great American Conference and have varsity teams in basketball, cross-country, softball, tennis, track and field, volleyball, and golf.

Men's and women's rodeo teams participate in regional and intercollegiate competition.

### **Intramural Sports**

The SAU Department of Intramural Sports endeavors to meet a wide range of student needs in recreation and sports activities. The intramural program offers students the opportunity to participate in intramural events, intramural competitions, and the newly developed Club Sports Program for those who have interests in particular areas.

The program's primary purpose is to benefit and enrich students in their college experience by improving physical and mental fitness, promoting development of interests and lifetime skills in a variety of activities, offering a socially enriching way of spending leisure time, providing an opportunity for socialization, emphasizing ethics, and helping students gain positive recognition.

The intramural program offers several employment opportunities for students that allows them to gain hands-on experience in officiating and in organizing several team and individualized sports. The program works hand-in-hand with the Mulerider Activities Center (MAC) to develop a student's interests.

### **Counseling Services**

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

#### **Personal Counseling**

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

#### **Educational Counseling**

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

#### **Career Counseling**

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

#### **Self-Esteem Building**

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

#### **Testing Services**

The SAU Office of Counseling and Testing is a national testing center which administers tests for scholarships, credit by examination, graduate and professional schools, and

teacher certification. The Testing Center also administers the following Internet-based tests: Miller Analogy (MAT), CLEP, DSST, and TOEFL. Students interested in obtaining information for the following tests are encouraged to come by the Office of Counseling and Testing: American College Test (ACT), College Level Examination Program (CLEP), Dental Admission Test (DAT), Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), Law School Admission Test (LSAT), Medical College Admission Test (MCAT), Miller Analogy Test (MAT), Praxis I and II, Optometry Admission Test (OAT), Pharmacy College Admission Test (PCAT), Pre Professional Skills Test (PPST), or Test of English as a Foreign Language (TOEFL).

#### **ADAPT**

ADAPT (the SAU Alcohol and Drug Abuse Prevention Team) operates a program promoting the prevention of alcohol and other drug abuse. This program provides many activities and awareness programs to facilitate its purpose. The program can be reached by calling (870) 235-4925 or contacting the Office of Student Activities in the Reynolds Center.

#### **Office of Multicultural Student Services**

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

#### **Project Pal**

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

#### **Office of Disability Support Services**

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

#### **ADA (Americans with Disabilities Act) Grievance Procedure**

Southern Arkansas University has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the U.S.

Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits for, or be subjected to discrimination” in programs or activities sponsored by a public entity.

Complaints should be addressed to:

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

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

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

#### **Employment Resource Center**

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

Students visiting the Employment Resource Center receive assistance with the preparation of résumés and employment application cover letters. Sources of information for company research are available in the resource library. Job interviews are scheduled

for seniors, and notices of job opportunities are posted on campus bulletin boards and on the Employment Resource Center's website. During the spring semester, the Employment Resource Center sponsors a health professions career day with health-related organizations; a general career day with businesses, industries, government agencies, and graduate schools; and a teacher fair with area school districts.

### **Student Responsibilities**

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

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

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

Each student is expected to be familiar with all campus regulations and procedures which are published in the general catalog, student handbook, *The Bray*, hallways handbook, and other official University publications, or which may be announced by other means.

### **Keeping Financial Accounts**

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

### **Motor Vehicle Regulations**

Any student who drives a car to and from the campus or who keeps a car on campus while in attendance at the University is required to register the vehicle with the University Police by purchasing a campus decal at the Business Office within three days after bringing the automobile on campus. Specific parking regulations may be obtained from the University Police.

### **Reporting Illness**

Students are responsible for reporting to the University nurse on the first day of an illness so that advice and medical care may be given when needed. This is for the protection of the entire student body as well as the individual student.

A written verification of illness is issued at the nurse's discretion.

### **Change of Name or Address**

**Students whose names change** during a semester or term are responsible for reporting the changes by filling out the proper form in the Office of the Registrar. Name changes must be verified by social security card presented at the time of the request to the registrar. The Office of the Registrar will then notify the Office of Financial Aid and the Business Office. **Students whose addresses or telephone numbers change** should report the changes by logging into *Campus Connect*, click *Student Information > Demographics* and click on the link provided, or visit the *Office of the Registrar, the Office of Financial Aid, and the Business Office*.

### **Continuing Education**

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

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

## Graduate Course Descriptions

### Accounting (ACCT)

**ACCT 6003. Accounting for Decision Making.** Prerequisites: ACCT 2003 and ACCT 2103. The application of accounting to firms in manufacturing, retailing, and service industries. The course emphasizes using accounting information to make management decisions and includes analyzing financial statements, cost analysis, budgeting, and capital investment decisions. This course also covers corporate governance, accountability, and ethical decision making. Fall, Spring, Summer.

**ACCT 6063. Special Topics in Accounting.** Prerequisites: Admission to the MBA program, ACCT 2003, ACCT 2103 and ACCT 6003. A course introducing graduate students to timely accounting topics that can enhance their jobs or professional development. This course includes readings, cases and research on current issues in accounting. As needed.

### Agri-Business (AGBS)

**AGBS 6003 Agricultural Markets/Prices.** Prerequisite: ECON 2103. Provides an overview of microeconomic theory and relevant applications used in the business decision-making process. As needed.

**AGBS 6013 International Trade of Agricultural Products.** This course examines trade theories such as Ricardian Comparative Advantage and the Heckscher-Ohlin Theorem, as well as open and protectionist trade policies and their welfare implications. Global integration is discussed in detail using case studies to apply the theories and test their applicability. As needed.

**AGBS 6023 Agricultural Policies.** This course exposes students to economic analysis and welfare implications of domestic and international policies affecting agriculture, agri-business, and rural economics. Policy alternatives aimed at solving economic and environmental problems of the food and agricultural sector are identified and evaluated. As needed.

**AGBS 6033 Management of Agriculture Production.** Prerequisites: AGE 3043 or equivalent; ACCT 2103 or equivalent. This course applies managerial concepts, procedures and techniques, as well as economic theory to successful operations of farms and ranches. Students develop enhanced skills to combine and manage land, labor, and capital resources for an optimal return as well as techniques of planning, organizing, staffing, directing, and controlling functions of management as they relate to the farms and ranches. As needed.

### Agriculture (AGRI)

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



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

**AGRI 6123. Philosophy of Agricultural Education.** This course focuses on the historical and philosophical developments in education that brought about education in agriculture. As needed.

**AGRI 6133. Experiential Learning.** This course focuses on theory and practice in facilitating learning from experience in formal, informal, and non-formal settings. As needed.

**AGRI 6143. Adult Education in Agriculture.** This course focuses on the identification of the basic principles which motivate adult learners and the procedures to implement these principles in bringing about changes in adult behavior. As needed.

**AGRI 6153. Leadership of Volunteers.** This course focuses on the dynamics in agricultural education and in the life of the community. As needed.

**AGRI 6163. Practical Experiences for Career Orientation.** A course designed to provide hands-on experience in teaching a career orientation course. The course emphasizes a variety of hands-on and observation techniques required to carry out a career orientation program. Summer semester.

**AGRI 6173. Methods of Organizing and Teaching Career Orientation.** The course will present the 16 USOE career clusters, resources available, and standards required by the State Department of Vocational and Technical Education. Summer semester.

#### **Biology (BIOL)**

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

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

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

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

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

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

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

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

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

#### Chemistry (CHEM)

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

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

#### Counseling and Development (COUN)

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

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

**COUN 6403. Introduction to the Counseling Profession.** An introductory course about principles and practices of counseling. Fall, Spring, Summer.

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

**COUN 6423. Counseling Theories.** A study of the theory and practice of counseling from various theoretical perspectives. Fall, Spring semesters.

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

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

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

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

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

**COUN 6483. Assessment Procedures for Counselors.** Prerequisites: COUN 6403, and 6413. An evaluation of standardized tests as they may be used in individual appraisal. Summer.

**COUN 6493. Practicum in Counseling.** Prerequisites: COUN 6403, 6413, 6423, and 6443. This is an applied course consisting of supervised placement within approved field sites in agencies, schools, or colleges/universities. Both site and university supervision is provided throughout the course experience. One hundred (100) hours, including 40 hours in direct service of supervised experience is required in this course, and practicum must meet all accreditation guidelines. Video and/or audio will be used extensively to critique counseling skills and techniques. Fall, Spring, Summer.

**COUN 6503. Case Management and DSM-IV Diagnosis.** Prerequisites: COUN 6403, 6413, 6423, 6433, 6443, 6453, 6463, and 6483. This course is designed to develop case management skills with both simulated and actual experiences for agency counseling students. These skills will include the development and use of records, IEPs, report writing, case conferences, placement, referrals and follow-up, etc. Spring semester.

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

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

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

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

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

**COUN 6563. Human Sexuality: Concepts, Theory and Practice.** Prerequisites: COUN 6403, 6413, 6423, 6433, and 6453. This course will provide students with an understanding of human sexuality, sexual disorders, and treatment. Summer.

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

**COUN 6583. Counseling Children and Adolescents.** Prerequisites: COUN 6403, 6413, and 6433. This course is designed to provide students with an overview of counseling children and adolescents, including historical perspectives, the need for age-specific services, developmental issues, current research, special issues in counseling children and adolescents with special needs, etc. Ethical and legal issues specific to working with children and adolescents will be discussed. Students will compare different theoretical approaches to working with children and adolescents. Summer.

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

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

**COUN 6653. Internship I in Elementary School Counseling.** Prerequisites: COUN 6403, 6413, 6423, 6433, 6483, 6453, 6443, 6463, and 6853. This is an applied course consisting of placement within a school and both site and University supervision through class experiences. Three hundred (300) hours of supervised experience is required in this course. Video and audio will be used extensively to critique counseling skills and techniques. Fall, Spring semesters.

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

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

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

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

**COUN 6803. Internship I in Secondary School Counseling.** Prerequisites: COUN 6403, 6413, 6423, 6433, 6443, 6453, 6463, 6483, and 6583. This is an applied course consisting of placement within a school and both site and University supervision through class experiences. Three hundred (300) hours of supervised experience is required in this course. Video and audio will be used extensively to critique counseling skills and techniques. Fall, Spring semesters.

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

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

**COUN 6853. Student Affairs Theory and Practice.** Prerequisite: COUN 6843. This is a course in college student development theory. Students are provided with a foundation for understanding student development theory and the application of the theory to the practice of student affairs in higher education. Fall semester.

**COUN 6863. The American College Student.** Prerequisite: COUN 6853. This is a study of the college student's experience in the college setting. Overview of the college student in regard to academic characteristics, socioeconomic background, finances, self-concept/self-esteem/self-efficacy, interests, peer-group influences, personality characteristics, reasons for attending college, reactions to college, choice of vocation, major field of study, freedom and authority, educational aspirations, and dropouts. Spring semester.

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

**COUN 6883. Internship I in College Counseling and Student Affairs.** Prerequisites: COUN 6403, COUN 6413, COUN 6433, COUN 6443, COUN 6473, COUN, 6483, COUN 6493. COUN 6843, and COUN 6853. This is an applied course consisting of supervised field placement within college or university setting. Both site and university supervision is provided throughout the course experience. Three hundred (300) hours of supervised experience is required in this course and internships must meet all accreditation guidelines. Video and audio will be used extensively to critique skill and technique. Fall, Spring, Summer.

**COUN 6893. Internship II in College Counseling and Student Affairs.** Prerequisites: COUN 6403, COUN 6413, COUN 6423, COUN 6433, COUN 6443, COUN 6473, COUN 6483, COUN 6493, COUN 6843, COUN 6853, and COUN 6883. This is the second semester of an applied course consisting of supervised field placement within college or university setting. Both site and university supervision is provided throughout the course experience. Three hundred (300) hours of supervised experience is required in this course, and internships must meet all accreditation guidelines. Video and audio will be used extensively to critique counseling skills and techniques. Fall, Spring, Summer.

**COUN 6911-6. Thesis: Agency Counseling.**

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

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

#### Elementary Education (E ED)

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

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

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

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

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

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

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

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

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

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

**E ED 6911-6. Thesis: Elementary Education.**

#### Economics (ECON)

**ECON 6003. Managerial Economics.** Prerequisites: ECON 2203. A working knowledge of the analytical tools that bear most directly on the economic decisions of firms. Our focus will be on market structure and the theory of economic decision making under market conditions ranging from perfect competition to monopoly. The behavior of individual markets will be analyzed, with our concentration on cost analysis, the determinants of market demand, pricing strategy, market power, and the implications of government policies. Fall, Spring, Summer.

**ECON 6043. Issues in Environmental Economics.** This course provides and overview of current issues in environmental economics such as environmental protection and policy, tradeoffs, and the global warming debate. As needed.

**ECON 6063. Special Topics in Economics.** Prerequisites: Admission to the MBA program, ECON 2203, ECON 6003. A course introducing graduate students to timely economics topics that can enhance their jobs or professional development. The course includes readings, cases, and research into current issues in economics. As needed.

## **Educational Administration and Supervision (EDAS)**

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

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

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

**EDAS 6062. Administrative Internship.** An extension of the field-based experiences throughout the curriculum, the internship is made up of more intensive field-based experiences for those completing the requirements for building and curriculum administration. Students engage in a range of building and central office-level management and instructional leadership experiences under the direction of an experienced, accomplished principal and/or central office administrator. Spring semester.

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

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

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



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

**EDAS 6143. Management of Human Resources.** This course studies the theoretical and legal issues associated with management of human resources in school systems, including the relationship of the individual to the organization, organizational health, staffing, remuneration, personal appraisal, training, contracts and negotiations, and other pertinent laws and regulations. Practicum experiences are arranged with local school systems. Summer.

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

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

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

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

**EDAS 6201. Educational Leadership Project.** This one-hour course documents through Live Text technology the successful completion of the electronic written portfolio requirement for those enrolled in a program leading to licensure as a Principal (Building Level) or Curriculum Administrator. Spring semester.

**EDAS 6223. Administrative Internship and Project.** This course documents through Live Text technology the successful completion of the electronic written project requirements for those enrolled in a program leading to licensure as a Principal (Building Level) or Curriculum Administrator. The class also includes a internship. The internship experience requires participants to work under this supervision of a licensed and experienced school district administrator and university faculty member to complete a planned series of activities associated with the standards of licensure. These activities provide authentic experiences to prepare students for an initial leadership role in the schools. The specific requirement, related activities and competencies of the internship are found in the Administrative Internship Guide. Fall, spring, summer.

**EDAS 6233. Leadership of Special Programs and Services.** This course is an introduction to the administrative services involved in operating a campus or school district, including human resources, budgeting, purchasing, child nutrition, associated technology and transportation, plus facilities management. It gives heavy emphasis to the administration of instructional programs for special populations. Fall semester.

**EDAS 6303. Superintendent Internship & Graduate Project.** The internship provides the prospective superintendent with the opportunity to gain on-the-job experience in the roles and responsibilities of the position under the direction of an experienced, accomplished superintendent. The project documentation will need to be reviewed by a committee to confirm that the intern has indeed passed an oral defense. Fall, spring, summer.

#### Education (EDUC)

**EDUC 5033. Classroom Assessment.** This course is an introduction to test and measurements as applied to education. It includes elementary statistics essential to compiling and interpreting test data. Emphasis is placed on accountability in the classroom and the latest developments of the No Child Left Behind legislation. Summer.

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

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

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

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

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

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

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

**EDUC 6033. History and Philosophy of Education.** The course investigates the training of the young and its larger meaning—the transmission of culture—in representative recorded civilizations. Spring, summer.

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

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

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

**EDUC 6093. Collaboration for Inclusion.** This course will focus on the development of multiple strategies to involve families in collaborative relationships that promote the intellectual, social, emotional and physical growth of their children with mild disabilities grades P-12 within the structured learning environment of school. Teacher candidates will participate in collegial activities that sustain productive learning environments, support the well-being of students, and increase awareness of the resources of the larger community environment that influences student learning. Students will demonstrate an in-depth understanding of the interrelationships and interdependencies among the various professionals and activities that constitute the disciplines, content, and processes of early childhood, elementary, middle, secondary, and special education (P-12). As needed.

**EDUC 6103. The Teaching of Reading.** This is a basic course with emphasis on methods and materials for teaching reading. Innovative and experimental procedures will be examined. Contemporary programs and initiatives related to K-12 education will be studied. Fall or summer semesters.

**EDUC 6113. Corrective Reading in the Classroom.** Emphasizes diagnosis and correction of reading difficulties, including dyslexia, within the K-12 educational setting. Planning and evaluating programs for classroom application will be emphasized. Spring semester.

**EDUC 6123. Diagnosis and Correction of Reading Difficulties.** Advance clinical testing and teaching program designed primarily for the reading specialist and other professionals who work with reading disorders such as dyslexia. It will include topics related to assessment, diagnosis, and program planning and evaluation. Fall or summer semesters.

**EDUC 6133. Reading Practicum.** This course is a practicum that examines the roles a reading specialist/interventionist in individual diagnosis, intervention, and program planning related to reading in the K-12 environment. Candidates examine various types and causes of reading difficulties and develop intervention and/or treatment plans in accordance with research-based and state/district mandated criteria for best-practices. This is an applied course consisting of a supervised placement within an approved K-12 school district with site and university supervision provided throughout the course experience. Spring semester.

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

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

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

**EDUC 6253. Advanced School Leadership.** Prerequisites: EDUC 6103, 6113, and 6123. This is an advanced course in K-12 school/program leadership to assist in the preparation of educators in program development, assessment, implementation, and program improvement in accordance with specific K-12 school districts and state mandates related to content specific competencies related to K-12 students. Various models of contemporary leadership will be examined and evaluated. Spring semester.

**EDUC 6403. School Law.** This course is an introduction to the federal and state legal systems and applicable federal and state educational case law. Particular emphasis is placed on the current federal and state laws and regulations governing students, employees, finance, and the administration of programs for special student populations. Fall, spring, summer.

**EDUC 6801-3. Teacher Education Seminars.**

**EDUC 6813. Teacher Education Seminar.**

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

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

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

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

**EDUC 6863. M.Ed. Capstone Project.** This course will provide for the development of the capstone portfolio, based on the National Board of Professional Teaching Standards (NBPTS) and required for the Master of Education Online Program. Candidates will learn to select, categorize, and document their achievements and accomplishments for review and assessment related to the NBPTS certification process. Computer literacy and graduate-level writing skills will be strictly enforced. Teaching experience is strongly recommended. Fall, spring, summer.

**EDUC 6873. Advanced Curriculum/Program Administrator Leadership Program.** This course engages prospective curriculum directors, content specialists, and program administrators in the investigation of what drives curriculum and program decisions, the application of concepts and principals for sound program design, and the examination of how a focus on standards and learning for understanding influences leadership decisions. The course involves reading, thought, and discuss on educational research, a study of concrete curricular, instructional, and assessment practices for content specialists, program administrators, and curriculum directors. Fall semester.

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

**EDUC 6911-6. Thesis: Reading Education.**

**EDUC 6923. Workshop.**

### English (ENGL)

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

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

**ENGL 5033. TESOL Methods and Materials.** Students will focus on the theoretical and practical aspects of teaching English as a second language. Students will have an opportunity to learn current teaching approaches in ESL, the dimensions of language proficiency, the connections between language and culture, learning strategies, and the pedagogy of teaching oral and written skills. Students will also develop ways to facilitate language learner differences by designing appropriate language tasks and by evaluating teaching materials and texts. A research project is required. As needed.

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

### Finance (FIN)

**FIN 6003. Managerial Finance.** Prerequisites: FIN 3003. To examine and apply the theories, tools, and techniques utilized in the financial management of the firm. An emphasis is placed on developing the financial knowledge and skills necessary to make decisions in a business setting. Fall, Spring semesters.

**FIN 6063. Special Topics in Finance.** Prerequisites: Admission to the MBA program and FIN 3003. A course introducing graduate students to timely finance topics that can enhance their jobs or professional development. The course includes readings, cases, and research into current issues in finance. As needed.

### Gifted and Talented Education (GATE)

**GATE 5023. Nature and Needs of the Gifted and Talented.** A study of the social, psychological, and cognitive characteristics of gifted and talented children. Methods and techniques of assessment and counseling based on these characteristics are reviewed for identification, placement, and evaluation of performance. The course includes a review of current research related to the social and development of gifted individuals. Issues and topics include vocational concerns, special populations, and the role of self-concept in motivation. Emphasis will be placed on the role of the teacher in meeting the affective needs of the gifted and talented. A research paper from current research is required-portfolio assignment. Summer.

**GATE 5033. Curriculum and Methods of Teaching the Gifted and Talented.** A survey of curricula and instructional methods and materials for teaching the gifted and talented. A substantial curriculum project with related instructional activities based on current research and best practices is required for this course-portfolio assignment. Summer.

**GATE 5073. Survey of Exceptional Individuals.** This course is a general survey of exceptional individuals from grades K-12, and an introduction to gifted education including gifted education history and law, identification, definitions and classification systems, characteristics of all categories of exceptional learners (twice-exceptional and gifted), provision of services, and appropriate educational interventions for high ability learners.

**GATE 6143. Seminar in Creativity.** This course reviews problems and issues related to the identification and development of creative potential in individuals. Personal creativity, along with teaching strategies and curricula materials related to creativity training, will be evaluated. The development of a student independent project lesson plan based on academic content is required for this course-portfolio assignment. Summer.

**GATE 6203. Practicum K-12, Gifted and Talented.** Prerequisite: 12 graduate hours in gifted and talented education or concurrent enrollment. A supervised experience in observation and delivery of educational services and identification procedures in a public school or alternative laboratory settings, programs, or facilities for gifted and talented in K-12 programs. Practicum documentation and a comprehensive examination pertaining to all GT coursework are required-portfolio assignments. Gifted and talented portfolio is assessed during this course. Fall semester.

**GATE 6223. Practicum 7-12, Gifted and Talented.** Prerequisite: 12 graduate hours in gifted and talented education or concurrent enrollment. A supervised experience in observation and delivery of educational services and identification procedures in a public school or alternative laboratory settings, programs, or facilities for gifted and talented in 7-12 programs. Practicum documentation and a comprehensive examination pertaining to all GT coursework are required-portfolio assignments. Gifted and talented portfolio is assessed during this course. Fall semester.

#### Geology (GEOL)

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

#### Higher, Adult, and Lifelong Education (HALE)

**HALE 6233. Distance Learning Design & Administration.** Provide a study of design and administration of organization structures, policies, and courses of study for the purpose of providing education to distant learners. Spring semester as needed.

**HALE 6313. Budgeting Foundations of Distance Learning.** Serves as an introduction to distance education. General themes include the historical, theoretical, and philosophical foundations of distance learning, an overview of distance learning technologies, and an examination of effective techniques for teaching and learning with a distance learning system. Summer.

**HALE 6323. Curricular Design & Evaluation in Postsecondary Distance Learning.** Provide a study of instructional design theories and applications needed for distance education course design. Topics include needs analysis, assessment, instructional material design, and evaluation. Spring, summer.

**HALE 6343. Higher, Adult, and Lifelong Learning Education Seminar.** This course is designed to introduce the prospective HALE educational practitioner to a broad range of issues at the forefront of current educational decision-making. Special emphasis is placed on analyzing, synthesizing, and critically examining topics that are pertinent to an individual student's plan of study and career goals. Fall, summer.

**HALE 6363. History & Philosophy of Postsecondary Education.** A study of the historical development of American higher education. The purpose of this course is to review significant changes within the higher education system, focusing on higher educational institutional philosophy, objectives, and functions. The course lays a foundation for understanding higher educational programs, issues, and trends. Fall semester.

**HALE 6373. HALE Internship & Capstone Project.** This course documents the successful completion of a written record of a completed project within the field of HALE. The course also requires a supervised internship. The internship activities provide an authentic experience which contributes to the practice and/or research in the field of higher, adult, or lifelong education. Fall, spring, summer, as needed.

**HALE 6383. Leadership & Organization Development.** Provides an introduction to the academics of leadership in a postsecondary setting. Student will examine personal attributes for effective leadership styles, prevalent theories of leadership and leadership development, structure of current organizations and future outlooks of organizational leadership. Also, time will be spent examining skills, abilities, values that will best equip leaders of future effective educational settings. Spring semester.

**HALE 6393. Post-Secondary Teaching.** The purpose is to help participants become more effective as instructors in postsecondary education by exploring different conceptions of instruction, characteristics of learners, theories concerning the learning process for adults, instructional design and planning, strategies to encourage active learning, and approaches to assessing learning, improving teaching through assessment and faculty learning and development. Spring semester.

**HALE 6413. Program Planning and Evaluation in Postsecondary Contexts.** Application of learning from core courses in practical ways to provide solutions to real-world problems within an educational setting. Students examine program purposes, outcomes, planning models, transfer of learning models, budget development and evaluation. The culminating project is the development of an educational program related to the student's professional goals. The student is encouraged to take this course toward the end of his/her plan of study. Summer.

**HALE 6423. Special Problems in Adult Education.** Purpose is to provide an opportunity to explore significant works and historical movements in adult education and instructional technology literature to analyze the emergence of adult education in the United States. Provides a broad perspective through selected readings. When possible, the student collects and uses primary information from an adult education/instructional technology setting. As needed.



**HALE 6433. Survey of Adult Learning.** Provides opportunity for developing a better understanding of learning in adulthood, implications knowledge holds for helping adults learn in postsecondary and other educational settings. The course is intended to be of practice use for student interested in teaching and learning in adult and other postsecondary education settings and for students interested in administration and leadership, student affairs and advising, and policy in postsecondary education. Exploration of historical, psychological, and social foundations of adult learning. Spring semester.

**HALE 6443. The College Student.** A foundational examination of student characteristics, demographics, beliefs, and cultural patterns in North American higher education. Major theories are reviewed that will assist the educational leader in developing policy and programs to maximize learning in the collegiate environment. Fall semester.

**HALE 6453. The Community College.** Concerns the philosophy, organization, programs and administration of community college including primary responsibility of instructional leaders. In particular, focus on remedial/developmental education programs, general education, liberal arts transfer curriculum, technical training, and noncredit/contract training programs. Summer.

#### **Information Systems (IS)**

**IS 6063. Special Topics in IS.** This course focuses on current topics in the area of Information Systems and explores the role of information systems in business with emphasis on the development and management of information systems. The course examines impact of various information technology usage for businesses. The course will require the student to read cases and papers and identify the current and emerging trends in the field of Information Systems. The course will require reading of selected cases and research papers, similar to the master's degree level seminar courses. As needed.

#### **Kinesiology (KINE)**

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

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

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

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

**KINE 6323. Sport Administration.** This course examines the policies, procedures, and problems in the administration of sport programs. Topic areas include providing safe facilities, facilitating the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity, demonstrating efficiency in contest management, managing human and fiscal resources, facilitating planning, implementation, and documentation of the emergency action plan, fulfilling legal responsibilities and risk management procedures associated with coaching including documentation and record keeping, and utilizing an objective and effective process for evaluation of self and staff. Summer.

**KINE 6331-3, 6361-2, 6381-2. Workshops in Kinesiology and Sports.**

**KINE 6363. Workshop in Kinesiology.** This course will provide the student practical experience in demonstrating ethical conduct in sport programs, providing a positive learning environment that is appropriate for characteristics of the athlete and goals of the programs, plan and implement practice schedule that maximize time on task and available resources, teach and incorporate mental skill to enhance performance, involvement in public relation activities for the sports program, manage fiscal resources, utilize effective and objective process for the evaluation of athletes. Additionally, the student will be introduced to LiveText and complete LiveText training.

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

**KINE 6423. Instructional Strategies and Techniques in Coaching.** This course is designed to provide principles and methods of coaching as practical application. The emphasis in the class will include planning, communication, identifying and using motor learning theories and concepts and developing sound reflective coaching practices. Spring semester.

**KINE 6433. Sport Safety and Injury Prevention.** Focuses on the overall injury prevention in athletics. This course is designed to educate coaches, athletic trainers, and other fitness professionals on sport safety topics such as injury prevention and management, sport nutrition, environmental safety, and administrative issues. Spring Semester.

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

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

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

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

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

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

**KINE 6833. M.S. in Kinesiology – Coaching Capstone Portfolio.** This course will provide for the development of the Capstone portfolio (Coaching Handbook) which is based on the National Standards for Sports Coaches (NSSC) and a requirement for completion of the Online Master of Science in Kinesiology – Coaching program. Students will learn to select and document their achievements and accomplishments for review as related to the eight domains and forty standards of the NSSC. Students will be assessed on their interpretation of the standards, explanation of selected artifacts, instructional context and purpose and writing mechanics.

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

**KINE 6911-6. Thesis: Kinesiology.**

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

**KINE 6933. Methods of Research in Kinesiology.** This course is a study of current methods in the field of kinesiology and coaching. A review of research of the significant demographic, behavioral, developmental, and technical issues that influence kinesiology and coaching programs. Summer.

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

#### **Library Media and Information Specialist (LMIS)**

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

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

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

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

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

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

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

**LMIS 6203. Practicum in K-12 Library Media.** Directed experience in a school library media center. Requires a minimum of 120 clock hours. Online, Fall semester.

#### Master of Arts in Teaching (MAT)

**MAT 5003. Strategies for Content Area Reading.** This course will provide education majors with an overview of the instructional strategies for teaching and integrating reading into content areas. Students will develop a conceptual understanding of reading processes and appropriate instructional strategies, which emphasize reading skills necessary for the learning of content area information. Fall, summer.

**MAT 5013. Classroom Assessment.** This course is an introduction to test and measurements as applied to education. It includes simple statistics essential to compiling and interpreting test data. Emphasis is placed on accountability in the classroom and the latest developments of the No Child Left Behind legislation. Fall, summer.

**MAT 5023. Survey of Exceptional Individuals.** This course is a general survey of exceptional individuals from birth to 21 years, and an introduction to special education including special education history and law; disability causations; definitions and classifications systems, characteristics of all categories of exceptional learners (disabled and gifted); provision of services and appropriate educational interventions. Fall, spring semesters.

**MAT 5083. Classroom and Group Management.** This is an introduction to basic principles of behavior modification and contingency management. Procedures of conditioning, reinforcement, token economy, and self-control as applied to individuals

and groups in a variety of settings with emphasis on discussion of research, application, and ethics. Fall semester.

**MAT 6003. Teaching and learning for Diverse Learners.** This course is an introductory course in the foundations of teacher education. The course will cover the opportunities for employment and membership in professional organizations; social issues involved in schools; the structure of education; legal issues; historical and philosophical foundations; school programs and practices; and teacher performance assessments as evidenced in the TESS Domains. Fall, spring, summer.

**MAT 6013. Methods in Education.** This course is designed to help prospective teachers develop and/or refine the skills necessary to be an effective classroom teacher in grades K-12. Spring, summer.

**MAT 6023. Multimedia for Educators.** This course challenges candidates to develop a personal, professional repertoire of multimedia resources to be integrated into the existing professional practice of the candidate. Candidates develop a range of multimedia websites, a video production using non-linear editing, and a collaborative professional project designed by small groups of students. Spring, summer.

**MAT 6033. Internship I.** Prerequisites: Nine hours of coursework including MAT 6003. The supervised internship is to be completed when the candidate obtains a job in an appropriate Arkansas public school. The candidate is provided with supervised, on-the-job experiences. The experiences will be accompanied by online coursework and individual supervision at the school site designed to provide evaluation, reflection, and analysis of the field experiences. Fall, spring.

**MAT 6043. Internship II.** The supervised internship is completed after Internship I. The candidate must still have a job at an appropriate Arkansas public school. The candidate is provided with supervised on-the-job experiences. The experiences will be accompanied by scheduled, on-campus group and individual supervision designed to provide evaluation, reflection, and analysis of the field experiences. Successful completion of portfolio defense is required. Fall, spring.

**MAT 6053. Student Teaching I.** Prerequisites: 24 hours of MAT coursework. This course is designed to provide candidates with supervised, on-the-job experiences in an appropriate Arkansas public school. The experiences will be accompanied by scheduled, on-campus group and individual supervision designed to provide evaluation, reflection, and analysis of the field experiences. Fall, spring.

**MAT 6063. Student Teaching II.** This course is designed to provide candidates with supervised, on-the-job experiences in an appropriate Arkansas public School and must be completed after Student Teaching I. The experiences will be accompanied by scheduled, on-campus group and individual supervision designed to provide evaluation, reflection, and analysis of the field experiences. Successful completion of portfolio defense is required. Fall, spring.

**MAT 6073. Learning Theory.** This course is a study of the principles and problems of learning with consideration of major empirical findings and their theoretical interpretations. Spring, summer

**MAT 6083. The Teaching of Reading.** This course is a basic course with emphasis on methods and material for teaching reading. Innovative and experimental procedures of teaching will be examined. Current reading programs will be studied. Spring, summer.

## Mathematics Education (MATH)

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

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

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

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

**MATH 5053. Higher Order Thinking in Mathematics.** Prerequisite: MATH 1023 with a grade of C or above. For middle level and secondary education mathematics majors only. This course develops an understanding of number and operation and the connection of those topics to the study of algebra. As needed.

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

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

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

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

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

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

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

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

**MATH 6033. Math Thinking K–8 Teach.** This course builds on the preliminary understanding of the intricacies of a numeration system and associated operations. The importance of the structural properties of the rational number system will be investigated. Students will be encouraged to develop algorithms within the system and show how these algorithms can be generalized across the system. Formal definitions of addition and multiplication will be explored within their contextual uses. As needed.

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

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

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

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

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

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

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

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

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

**MATH 6911-6. Thesis: Mathematics Education.**

**Master of Science in Computer and Information Science (MCIS)**

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

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

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

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

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

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

**MCIS 5413. Web Programming.** Prerequisite: MCIS 5103. This course focuses on the system development life cycle for creating Web-based information systems analysis and design. It introduces different paradigms for developing Web software, the key stages of the life cycle and identifies key deliverables for each stage. Spring semester.

**MCIS 6123. Decision Support Systems.** Prerequisites: Consent of course professor. The course introduces the concepts of decision support systems and artificial intelligence systems as components of information systems. Survey of the analysis, design and



implementation of systems for decision support, including data management systems, knowledge engineering, expert systems, and intelligent agents. As needed.

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

**MCIS 6143. Web Application and Web Service.** Prerequisites: MCIS 5123, Special Topic Seminars (MCIS 6201 – 6202), and consent of the instructor. The course provides students with knowledge about the next frontier in distributed computing: Web Services architecture framework, methodology, and Web Service technologies such as SOAP, and WSDL. The technologies in both J2EE and .NET environments will be surveyed. Spring semester.

**MCIS 6153. Software Engineering.** Prerequisite: MCIS 5103. This course focuses on the system development life cycle for creating Web-based information systems analysis and design. It introduces different paradigms for developing Web software, the key stages of the life cycle and identifies key deliverables for each stage. As needed.

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

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

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

**MCIS 6201-6. Special Topics Seminar.**

**MCIS 6213 Applied Cryptography.** Prerequisite: MCIS 5113 and MCIS 6173. This course introduces the basic theory and practice of cryptographic techniques used in computer security. This course discusses topics such as encryption public-key infrastructure, message integrity, digital signatures, user authentication, cryptographic hashing, Network security protocols, digital rights management and information system defensive mechanisms protocols. Fall semester.

**MCIS 6223. Risk Analysis and Infrastructure.** Prerequisite: MCIS 5113 and MCIS 6173. This course introduces various topics of risk analysis in information assurance. The course covers basics of information systems security infrastructure, Cryptoanalysis, Authentication and Encryption, Operating System Security, Malicious Software and Virus Detection, Buffer Overruns, Vulnerability Analysis, Browser Vulnerabilities and Virtual Private Network Security. Fall semester.

**MCIS 6233. Computer Forensics.** Prerequisite: MCIS 5113 and MCIS 6173. This course will introduce the topics of computer compromises and forensics discovery. Students will learn different aspects of computer crime and ways in which to uncover, protect and exploit digital evidence. Students will explore different types of data forensic

tools, both software and hardware, and use them to perform rudimentary incident analysis and investigation. Spring semester.

**MCIS 6243. Wireless and Mobile Security.** Prerequisite: MCIS 5113 and MCIS 6173. This course provides an overview to planning, designing and configuring wireless LANs as well as both the theory and practice of network security. The course will offer in-depth coverage of wireless networks and maintaining security firewalls in business and public environments. Spring semester.

**MCIS 6983. Internship in Computer and Information Science.** Prerequisites: MCIS 5103, 5113, 5413, 5133 and instructor approval. Provide Opportunity for graduate students to gain information technology (IT) industry experience and interact with local and potential employers. Three hundred (300) hours of supervised work experience is required to complete the course.

#### Multicultural Studies (MCUL)

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

#### Management (MGMT)

**MGMT 6003. Strategic Planning and Analysis.** Prerequisites: Must have completed 18 hours of MBA coursework. This is a course designed to prepare students to be senior managers for the increasingly competitive business world. The emphasis of this course will be on the strategic analyses, decisions, and actions that organizations take to create sustainable competitive advantages, with the consideration of both the internal condition and the external environment. Through chapters, readings, and case analyses, we will also discuss issues related to ethical decision making, corporate social responsibility, stakeholder theory, and the relationship of business & government. Fall, Spring Semesters.

**MGMT 6013. Human Behavior in Organizations.** Prerequisites: MGMT 3023 Management Theory and Behavior. A theoretical and application-based survey of the human factors in organization management. The course utilizes a combination of textbook readings, exercises, and research studies of actual organizations to provide MBA students with a working knowledge of the personal and interpersonal processes involved in the management and leadership of organizations. Fall, Spring semesters.

**MGMT 6033. Creativity, Innovations, and Entrepreneurship.** A comprehensive study of practical creativity in an organizational setting. Creativity will be studied at both the macro and micro levels as both entrepreneurship (the start-up of new venture) and writing company creativity is investigated. Organizational structures, programs, and company creativity are investigated. Organizational structures, programs, and reward systems

designed to foster creativity will be analyzed and discussed. Students will develop a written project proposal and a multimedia presentation to introduce it. As needed.

**MGMT 6043. Business Analytics.** Prerequisites: GBUS 3183 Quantitative Analysis II. Statistical concepts and methodology useful in understanding, assessing, and controlling operations of business statistics. The major objectives are both an understanding of the statistical methods and the application coverage of topics including collection and presentation of data, probability theory, sampling distributions, hypothesis testing, analysis of variance, regression, and non-parametric statistics. SPSS will be highly utilized throughout the semester. In addition to understanding the basic concepts of statistics, this course will focus mainly on the applications of statistics in helping managers make better decisions. Fall, Spring semesters.

**MGMT 6053 International Business.** The global environment of business is explored 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. As needed.

**MGMT 6063. Special Topics in Management.** A course introducing graduate students to timely management topics that can enhance their jobs or professional development. The course includes readings, cases, and research into current issues in management. As needed.

**MGMT 6073. Special Topics in Management.** A course introducing graduate students to timely management topics that can enhance their jobs or professional development. The course includes readings, cases, and research into current issues in management. As needed.

#### Marketing (MKTG)

**MKTG 6023. Strategic Marketing.** Prerequisite: MKTG 3033 Principles of Marketing. The study of elements that affect managerial decisions in marketing. Emphasis is placed on analysis, planning, implementation, and control of marketing programs in a competitive environment utilizing the case method and/or computer simulations. Fall, Spring semesters.

**MKTG 6063. Special Topics in Marketing.** Prerequisites: Admission to the MBA program and MKTG 3003. A course introducing graduate students to timely marketing topics that can enhance their jobs or professional development. The course includes readings, cases and research into current issues in marketing. As needed.

#### Middle School Education (MSED)

**MSED 5013. Middle School Concept.** Candidates develop models of middle level schooling, contexts, and explore early adolescent educational sociology. Develop lessons that demonstrate an emphasis on the relationship between characteristics of transient students, society, and schooling. Candidates develop a middle level philosophy which reflects the philosophical foundations of middle level education. Fall semester.

**MSED 5033. Middle School Student.** The physical, social, emotional, intellectual, and moral characteristics of the developmental period of early adolescence within social and cultural contexts are examined. The changes in family settings, social contexts, threats to

health and safety and risk behaviors in contemporary society that affect health and development of young adolescents are explored. Fall semester.

#### **Public Administration (PA)**

**PA 6003. Public Administration & Public Policy.** This course is designed to develop an understanding of the field of public administration. This involves the exploration of a variety of topics in some depth, integrating them with the objective of forming an overall perspective of the conduct of the public's interest. Topics will include decision theory, ethics, major figures and theories of public administration, bureaucratic theory, and overview of contemporary issues. Fall semester.

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

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

**PA 6033. Rural Politics.** Considers the impact of social, political, and economic trends on communities in ex-metropolitan America from the perspectives important to the leaders of public and non-profit entities and other stakeholders in those places. Spring semester.

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

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

**PA 6063. Policy Analysis & Program Evaluation.** This course will emphasize the practices of policy analysis and program evaluation. While the student may not become expert in the techniques, they will become conversant in the principles and appreciate the importance of methods and the appropriate and ethical application of their consequences. Fall semester.

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

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

**PA 6093. Community Development.** Provides an overview of principles and strategies of community development in rural areas. Explores how rural communities in diverse cultural, political, and economic settings can build on local assets, skills, and capacities to improve the lives of residents. Fall semester.

**PA 6103. Public Administration Theory and Practice.** Teaches theories applicable to implementing public law and policy in the American federal system, including understanding structural and behavioral issues related to successful integrated and collaborative decision-making. Prerequisite: PA 6003. Spring semester.

**PA 6113. Professional Project.** The professional project is intended to be a capstone for the MPA degree. It should demonstrate a level of competence on the part of the student that is expected of one with a professional degree. This will involve providing a product for a public or non-profit agency. Fall, spring, summer.

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

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

**PA 6163. Social Equity, Public Finance, and Organizational Development.** This course is designed to develop a sophisticated understanding of the role played by social justice in public finance and organizational behavior. This involves the exploration of a variety of topics in some depth, integrating them with the objective of forming an overall perspective of the conduct of the public's interest. Spring semester.

**PA 6173. Public Administration & Social Justice.** This course is designed to develop an understanding of the role played by social justice in the field of public administration. This involves the exploration of a variety of topics in some depth, integrating them with the objective of forming an overall perspective of the conduct of the public's interest. Fall semester.

**PA 6183. Special Topics I.**

**PA 6193. Special Topics II.**

**PA 6243. Community Organizing.** This course provides an overview of principles and strategies of community organizing as a function of policy development. Through an examination of the underlying theories of grassroots movements, strategies for citizen empowerment, and the role of these in influencing policy, along with a review of principles of public administration, the student will examine how community groups in diverse cultural, political, and economic settings can bring about change. A special focus will be on empowerment. Summer.

**PA 6253. Social Activism & Public Administration.** This course provides graduate students with a detailed overview of principles and strategies associated with social activism as a function of policy development. Through an examination of the underlying theories of social paralysis, grassroots movements, the dynamics of resistance/advocacy, and the role of these in influencing policy, along with a review of principles of public

administration, the student will examine how social movements in diverse cultural, political, and economic settings are critical to the conduct of public policy. Summer.

#### Physics (PHYS)

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

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

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

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

#### Psychology (PSYC)

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

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

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

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

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

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

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

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

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

**PSYC 6113. Advanced Behavior Modification.** Prerequisite: PSYC 4073 or PSYC 5073. The course includes advanced principles and applications of behavior modification and contingency management. Procedures of conditioning, reinforcement, token economy, and self-control are applied to individuals and groups in a variety of settings. Research, application, and ethics of observation reporting will be emphasized. Course includes actual application of principles in a laboratory or clinical setting. Recommended for education examiner program and for counseling certification. As needed.

#### Secondary Education (S ED)

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

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

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

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

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

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

**S ED 6911-6.** Thesis: Secondary Education.

#### Science Education (SCED)

**SCED 5053. Higher Order Thinking in Science.** This laboratory-based course stresses the learning of science as active, integrated, constructive processes involving

experimentation, investigation, communication, reasoning, and problem solving. The course builds foundations in content to show connections and relevant applications in the areas of life systems, earth systems, and physical systems. The goals of the course are to help teachers extend content learning; to provide help in the teaching of the use of manipulatives, calculators, science equipment, and various learning strategies; and to provide access to appropriate materials, equipment, and technology. (May also be prefixed BIOL, PHYS, CHEM, or GEOL.) As needed.

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

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

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

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

#### Sociology (SOC)

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

#### Supply Chain Management (SCM)

**SCM 6003. Enterprise Resource Planning.** This course explores the role of information technologies in business with emphasis on the study of the development and management of information systems to support the operational, administrative, and strategic needs of modern organizations. The course examines the management of supply chains from an enterprise resource perspective and emphasizes on managerial decision-making. The course also explores the benefits, issues and challenges associated with information technology usage for businesses. Fall Semester.



**SCM 6013. Project Management.** This course will focus on the nine project management areas as defined by the Project management Institute. These include project integration, scope, time, cost, quality, human resources, communications, risk, and procurement management. Each of these nine areas will be investigated in detail and deliverables coming from those areas will be discussed. Fall semester, even years.

**SCM 6023. Supply Chain Sourcing.** This course is designed to explore the purchasing materials cycle within the context of supply chain management from acquisition to disposal of goods and services. Specifically, the course will cover the major phases of supply management, how supply management systems links to all players, how the procurement decision interfaces with the other major business functions, the transition of “purchasing” to supply management on a global scale, and the concept of value network management. Summer semester.

**SCM 6033. Supply Chain Security.** Securing the global supply chain, while ensuring smooth functioning, is essential to our national security and economic prosperity. This vital system provides the goods that feed our domestic critical infrastructures and support our way of life. This course describes how to effectively secure this important set of processes from an ever-evolving set of threats, both locally and internationally. Fall semesters, odd years.

**SCM 6043 Sustainable SCM Practices.** This course includes review of the literature related to sustainable supply chain management (SSCM) and complete an empirical investigation of the impact of sustainability within a supply chain context on organizational and supply chain performance. This investigation requires the use of SPSS software to assess validity and reliability of measurement scales, to develop and interpret tables and graphs, and to conduct and interpret the results of statistical analysis. Spring semester, odd years.

**SCM 6053. RFID Technology Utilization:** Students will gain knowledge of RFID technology utilization by reading the assigned text and exhibiting knowledge of the impact RFID technology within the U.S. Manufacturing sector through a review of the current RFID related research. Students will exhibit the ability to assess the role of RFID technology in support of environmental sustainability strategies by statistically analyzing a recently collected RFID/GSCM dataset. Spring semester, even years.

### Spanish (SPAN)

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

## Special Education (SPED)

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

**SPED 5043. Instructional Planning.** Prerequisite: SPED 5123. This curriculum development course includes the theoretical basis for curricular development; interpreting evaluation reports; and developing individual education programs and adolescent individual transition programs in academic, social/behavioral, and transition-related skills for students with mild disabilities functioning in K-12 age/grade levels. Summer.

**SPED 5053. Methods/Materials for Teaching Students with Mild Disabilities.** Prerequisites: SPED 5123, SPED 5163. This course studies the research based instructional strategies used in teaching students with mild disabilities functioning at K-12 grade levels. It focuses on methods and materials for teaching curricula in cognitive, academic, social/behavioral, functional, and career/vocational skills areas and adapting the general education curriculum for grades K-12. Summer.

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

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

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

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

**SPED 5153. Instructional Planning P-4 Mild Disabilities.** Prerequisite: SPED 5123. This curriculum development course includes the theoretical basis for curricular development, interpreting evaluation reports, and developing individual education

programs in developmental, academic, social, behavioral areas for children P-4 age/grade functioning levels. Summer.

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

**SPED 5273. Classroom and Group Management.** This course focuses on helping teachers to develop personal systems of discipline through study and research of the major philosophies, theories, and models of discipline. It will include the study of proactive instructional classroom management and generic classroom management principles including preventing discipline problems, motivating students, and confronting and solving discipline problems. This course also includes the application of theoretical information to problem-solving case studies and classroom problems of students with mild disabilities in a variety of placements at P-12 grade levels. The course will focus on writing IEPs concerning social skills development, and conducting a functional behavioral assessment and writing the behavior intervention plan as required by IDEA 2004. Fall semester.

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

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

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

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

instructor, the candidate's advisor, and the graduate dean will review the paper. Spring semester.

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

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

**SPED 6073. Language Development (4-12).** Prerequisite: SPED 5123. This course concerns oral language development of students with mild disabilities in the areas of phonology, morphology, syntax, semantics, and pragmatics; and written language development of students age/grades 4-12 functioning levels. A major focus includes methods and materials in teaching a modified general education curriculum in language-based subjects grades 4-12. Summer.

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

**SPED 6233. Language Development.** Prerequisite: SPED 5123. This course concerns oral language development of students with mild disabilities in the areas of phonology, morphology, syntax, semantics, and pragmatics; and written language development of students age/grades K-12 functioning levels. A major focus includes methods and materials in teaching a modified general education curriculum in language-based subjects grades K-12. Summer.

**SPED 6243. Directed Internship K-12.** Prerequisites: All required special education courses for endorsement. Requires on-site teaching in public school settings grades k-12 with students with mild disabilities. The intensive directed internship should be a culminating experience in the special education teacher preparation program. It will require a maximum of six weeks of teaching experience with gradual taking the full range of teaching duties (for those not teaching in their own classrooms) including working with paraprofessionals and parents under the supervision of the classroom teacher, school officials, and University supervisor. Successful completion of portfolio defense is required. Fall, spring semester.

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

working with paraprofessionals and parents under the supervision of the classroom teacher, school officials and University supervisor. Successful completion of portfolio defense is required. Fall, spring semester.

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

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

### **Board of Trustees**

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Magnolia -Term expires 2017

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Magnolia-Term expires 2018

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Magnolia-Term expires 2020

### **Administrative Officers**

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Vice President for Finance

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Vice President for Facilities

## Administrative Staff

Sarah Adcox, BA Director, Mulerider Activity Center	Marcela McRae-Brunson, BBA Director, Financial Aid
Mike Argo, BS, MS Director, Information Technology Services	Denise Merritt, BS, MEd Math Specialist
Carey Baker, BS, MEd Associate Dean of Students for Student Conduct and Retention	A. Zaidy MohdZain, BBA, MPA, MA, PhD Dean, College of Education
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Ceil Bridges, BA, MEd Director, Alumni Relations	Karen Pierce, BBA Assistant Controller for Student Accounts
Steve Browning, BSE, MEd Director, Athletics	Jennifer Rowsam, BS, MEd Assistant Dean of Advising
Vicki Butler, AA, BBA Associate Director, Communications and Marketing	Tammy Sims, AS, BBA, MPA Manager, Human Resources
Kathy Cole, BSE, MEd Director, Online Learning	Peter Situmeang, BBA, MS Assistant Director, International Student Services
David Crouse, BA, MM, DMA Associate Provost	Jamie Smith, BS, MS Assistant Director, Upward Bound
Alan Davis, BSBA Assistant Controller	Sandra Smith, BS, MEd Dean of Students for Housing
Delton Duke, BS, MS, MLIS Director, Magale Library	Marla Strecker, BA, MLA, EdD Director of Transitional Studies and Director of Educational Leadership
Boyd Good Interim University Police Chief	Aaron Street, BA, MPA Assistant Dean for Integrated Marketing and Public Relations
Daniel Grimmett, BS Assistant Director for Information Systems	Brad Stout, BA, MEd Director, Reynolds Center
Roger Guevara, BA, MA, PhD Director, Southwest -B Educational Renewal Zone	Cledis Stuart, BS, MEd Associate Dean for Multicultural Affairs and Diversity

Kandice Herron, BGS Assistant Dean of Students for Student Activities	Lisa Toms. BBA, MBA, DBA Dean, College of Business
Sarah Jennings, BSBA, MEd Dean of Enrollment Services	Eunice Walker, AA, BS, MEd Director, Student Support Services
Susan Johnson, BSE, MSE Science Specialist, SAU STEM Center	Jana Walker, BS Director, Early Intervention Services
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Edward Kardas, Jr., BA, MA, PhD Director, Honors College	Caroline Waller, BSBA Coordinator for Concurrent Enrollment and Community Outreach
Josh Kee, BS Assistant Vice President for Development	Paula Washington-Woods, BA, MS Professional Counselor and Director, Counseling and Testing Center
Helmut Langerbein, BA, MA, MA, PhD Dean, College of Liberal and Performing Arts	Michael Westbrook, BA, MBA Assistant to the President for Special Projects/Associate Athletic Director for Operations
Deborah Lewis, AA Director of Golden Triangle Economic Development Council	Shelly Whaley, BS, MEd Associate Dean, Enrollment Services
Dahpne Lindsey-Giles, FNP Director of University Health Services	Megan Whitehead, BS Center Director – SAU Subcenter of the Arkansas Small Business Development Center
Stephanie Manning, BS, MEd, MPA Director, Educational Talent Search	Carla Williamson, BBA, MPA Director, Upward Bound
Scott McKay, BA, BS, MS, PhD Dean, College of Science and Engineering	Dixie Wood, BA, MA Director of Institutional Research



## Staff

Sherena Abercumbia	Mary Hines	Kasey Richardson
David Anderson	Charles Honza	Neal Richerson
Arvia Askew	Mary Iverson	Pam Riggins
Phyllis Austin	Josh Jenkins	Lesley Robertson
James Avery	Rachel Jenkins	Connie Rogers
Eric Bailey	Emily Jester	Peggy Rogers
Alonzo Banks	Edgar Johnson	Robyn Rowe
Debra Banks	Robert Jones	Anne Sands
Patricia Barnhart	Roshan KC	Tim Servis
Eddie Beal	Kristen Keith	Heather Shaw
Sam Biley	Rita Kelley	Peter Situmeang
Cynthia Blake	George Kirkpatrick	Dorothy Standoak
Jill Bond	Tanya Knight	Ernest Standoak
Mary Bradshaw	Mallory Kornegay	Nancy Stone
Lindsay Bragg	Michael Kornegay	Patricia Strickland
Ann Bridges	Keith Labit	Paul Streaker
Laurie Burks	Leigh Labit	Tara Stephens
Vicki Butler	Allen Lachut	Hannah Sutton
Kathy Carrothers	Jeremy Langley	Steve Sutton
Shelley Cassidy	Kenneth Lamb	Charlotte Sweet
Daniel Childs	Meredith Lawson	Stephanie Szadziejewicz
Britta Clark	Kenneth Litton	Becki Talley
Kathy Cole	Lydia Lindsey	Deana Taylor
Kendra Copeland	Alta Malone	Greg Taylor
Austin Crank	Shrijana Malakar	Robbye Taylor
Keisha Crisp	Jason Martisek	Zach Taylor
Todd Crisp	Melody Mayo	Sarajane Telford
La'Tricia Davis	Donna McCloy	Kimberly Thomas
Maurine Davis	Megan McCurdy	Beth Thompson
Lynn Disotell	Matthew McDonald	Barbara Torrence
Jamie Dodson	Angela McLaughlin	Gordon Turner
Sandy Dowling	Kelly Merrell	Aaron Wallis
Victor Duke	Julia Metro	Edessa Walton
Jake Dunham	Victor Moore	Darryl Watson
Bart Emerson	Peggy Morris	Karen Watson
Carman Fantini	Robert Nash	Jodie Westfall
Jennifer Ford	Gary O'Dell	Mary Whatley
Charles Finney	Jodi O'Neal	Cathey White
Brandi Fuller	Simeon Osten	Monsigne White
Brenda Garrett	Patricia Owen	Laura Wilkerson
Daniel Gallegos	Kristy Pennington	Kerri Williams
Amanda Gray	Amanda Perry	Patricia Williams
Jonathon Gray	Lituania Perry	David Wingfield
Cindy Grimes	Joannie Phelps	Marianne Woodard
Sandra Grissom	Clint Phillips	Sage Woodham
Betsy Hall	Cody Pickard	Lillie Wright
Derek Hall	Margo Pierson	
Whitney Hall	Amy Plummer	
Makenzi Hamilton	Randall Purifoy	
Joseph Haney	Rodney Rasberry	
Terry Harden	Elizabeth Ray	
Gary Hickson	Kimberly Reed	

## Graduate Faculty

- Babbitt, Paul R., 2001 Associate Professor of Political Science  
A.B., Haverford College; M.A., Ph.D., Rutgers University
- Belcher, Lynne R., 1990 Professor of English  
B.S., M.S., D.A., Illinois State University
- Bhadauria, Vikram S., 2008 Assistant Professor of Management Information Systems  
B.S., M.S., MBA, Indore University, India; Ph.D., University of Texas at  
Arlington
- Bloss, Kim K., 1997 Dean, School of Graduate Studies  
Professor of Counselor Education  
BS, MEd, Northern Arizona University; PhD, University of North Carolina at  
Greensboro
- Boyd, Jamie, 2010 Assistant Professor of Education and Director of Admissions, Field  
Experience and Licensure (AFEL)  
B.S. E., Southern Arkansas University; M.S. Walden University
- Bryant, Carla, 2010 Assistant Professor of Education  
B.S., Southern Arkansas University; M.Ed., Sam Houston State University;  
Ed.D., University of Arkansas at Little Rock
- Cheng, Hong, 2000 Associate Professor of Mathematics and Computer Science  
B.S., East China Normal University; Ph.D., University of Louisiana at  
Lafayette
- Clanton, Patricia, 1993 Interim Chair, Department of Teacher Education  
Associate Professor of Education  
BSE, University of Arkansas at Monticello; MEd, EdD, University of Arkansas
- Cole, Kenneth, 1989 Instructor of Health, Kinesiology, and Recreation  
Head Athletic Trainer, B.S.E., M.S., Central Missouri State University
- Dajani, Khalil, 2012 Professor of Mathematics and Computer Science  
B.S., M.S., University of Illinois; Ph.D., University of Toledo
- Dingman, Steve, 1990 Chair, Department of Health, Kinesiology and Recreation  
Instructor of Health, Kinesiology, and Recreation  
B.A., Peru State College; M.Ed., Southern Arkansas University
- Dobbins, C. Neelie, 2010 Assistant Professor of Education  
B.A., M.Ed., University of Arkansas Little Rock; Ph.D., Walden University
- Ferneding, Karen, 2009 Associate Professor of Education  
M.A., San Francisco University; M.A., Ph.D., University of Texas at Austin
- Green, Kenneth, Jr. 2009 Professor of Management  
B.S., University of Monticello; M.B.A., D.B.A, Louisiana Tech University

- Guevara, Roger, 2005 Director of Education Renewal Zone (ERZ) and Assistant Professor of Educational Leadership  
B.A., Texas Tech University; M.A., University of Texas at San Antonio; Ph.D., University of Texas at Austin
- Hough, Christie B., 2011 Assistant Professor of Management  
B.B.A., M.B.A., Mississippi State University; Ph.D., Jackson State University
- Huang, Jingyang, 2014 Assistant Professor of Health, Kinesiology and Recreation  
BA, Shanghai University of Sport; MS, East China Normal University; MS, West Virginia University
- Kardas, Edward, Jr., 1980 Director of Honors College, Professor of Psychology  
BA, University of Baltimore; MA, PhD, Louisiana State University
- Logan, Jennifer, 2007 Associate Professor of Economics and Director of the Center for Economic Education and Research  
B.B.A., Ph.D., University of Oklahoma
- MohdZain, A. Zaidy, 2008 Dean, College of Education and Professor of Education  
B.B.A., Western Michigan University, Kalamazoo; M.P.A., M.A., University of Illinois, Springfield; Ph.D., Kent State University
- Moore, Copie, 2008 Associate Professor of Agriculture Science  
BS, MS, Stephen F. Austin University; PhD, Texas A & M
- Moseley, Denise, 2001 Assistant Professor of Education, Coordinator of Institutional Effectiveness and Learning Assurance, Co-Director of AQIP  
BA, McNeese State University; MEd, Southern Arkansas University; EdD, Louisiana Tech University
- Stanford, Angela, 2014 Assistant Professor of Education  
BSE, MEd, Southern Arkansas University; EdS, PhD, Liberty University
- Strecker, Marla, 2011 Assistant Professor of Educational Leadership/Director of Educational Leadership/Director, Division of Transitional Studies  
B.A., M.L.A., Henderson State University; Ed.D., University of Arkansas
- Stinson, Terrye, 1980 Distinguished Professor of Accounting  
L.J. Blanchard Professor of Accounting, Co-Director of AQIP  
BBA, Southern Arkansas University; MBA, DBA, Louisiana Tech University; CPA
- Testa, Alec M., 2010 Chair, Department of Counseling and Professional Studies  
Assistant Professor of Counseling  
BA, MS, California State University; EdD, University of Nevada
- Toms, Lisa C., 1998 Dean, College of Business, Professor of Marketing  
BBA, Southern Arkansas University; MBA, DBA, Louisiana Tech University
- Warrick, Shane, 2002 Assistant Professor of Accounting  
B.B.A., Southern Arkansas University; M.B.A., University of Arkansas at Little Rock, C.P.A.; Ph.D., Jackson State University

- White, George, 2010 Associate Professor of Health, Kinesiology and Recreation  
BS, MEd, University of Louisiana, Monroe; EEd, University of Arkansas
- Wilson, Deborah, 2003 Chair, Department of Behavioral and Social Sciences  
Associate Professor of Psychology  
BA, Arkansas Tech University; MS, University of Central Arkansas; PhD,  
Walden University
- Wise, Timothy D., 1993 Chair, Department of Management, Marketing and Information  
Systems  
Professor of Management and Marketing BA, MA, MBA, DBA, Louisiana  
Tech University
- Zhao, Xiaofeng, 2002 Chair, Department of Accounting, Finance and Economics  
Associate Professor of Finance  
BS, North China Electric Power University; MS, Beijing Polytechnic  
University; PhD, Mississippi State University

### **Administration, Faculty and Staff Emeriti**

- Adams, Randall Henry, 1974-2008, Professor of Agriculture – Emeritus  
BS, MS, PhD
- Bates, Joe Alvin, 1965-2003, Professor of Psychology – Emeritus  
BS, MS, PhD
- Belmont, Anthony Michael, Jr., 1965-1996, Professor of English – Emeritus  
BA, MA, PhD
- Blanchard, Louis Johnson, 1956-1998, Professor of Accounting – Emeritus  
BBA, MBA, CPA
- Boaz, Ralph Scott, 1963-1993, Professor of Economics and Finance – Emeritus  
BA, MBA, PhD
- Brinson, Harold Thomas, 1976-1993, Distinguished Professor of Education, President –  
Emeritus  
BEd, MEd, PhD
- Brown, Kathryn Smith, 1945-1997, Professor of Kinesiology – Emerita  
BS, MS, EdD
- Callaway, Leland, 1963-1990, 1997, Professor of Office Administrative Services –  
Emeritus  
BBA, MBA, EdD
- Campbell, Robert Gordon, 1952-1987, Professor of Music – Emeritus  
BA, BM, MM, PhD
- Cole, R. H. “Bob” Jr., 1963-1991, Business Affairs Administrator – Emeritus  
BS
- Dodson, B C, 1961-1987, Dean, College of Science and Engineering – Emeritus  
BSE, MS, EdS, EdD
- Eichenberger, Rudolph J. 1982-2007, Professor of Physics – Emeritus  
BSE, MS, EdD
- Eichenberger, Sharon M., 1984-2002, Director of Development – Emerita  
BS, MA
- England, Daniel Ray, 1972-1999, Professor of Biology – Emeritus  
BSE, MSE, PhD
- Flemister, Ida Morris, 1966-1988, Professor of Psychology – Emerita  
BA, MA, MRE, EdD
- Haefner, Donald Andrew, 1967-1997, Vice President for Student Affairs – Emeritus  
BA, BSE, MA EdD
- Harton, Margaret Elizabeth, 1945-1975, Professor of Speech – Emerita  
BA, MA
- Mallory, Kathleen Jordan, 1974-2010, Associate Professor of English– Emerita  
BA, MEd, PhD
- Nelson, Donald R. 1988-2012, Professor of Education – Emeritus  
BS, MS, EdD

Peace, Alvarene Green, 1965-1993, Associate Professor of Economics and Finance – Emerita  
BS, MBA

Rankin, David F., 1968-2015, Professor of Finance and Economics – President Emeritus  
BSBA, MBA, PhD, CFA

Rasmussen, James. 1991-2012, Professor of Biology – Emeritus  
BA, MNS, PhD

Robison, Henry Welborn, 1971-2008, Distinguished Professor of Biology – Emeritus  
BS, MS, PhD

Sixbey, David Harold, 1968-1998, Professor of History – Emeritus  
BA, MAT

Souter, Gisèle Edith, 1975-1995, Associate Professor of Foreign Languages – Emerita  
BA, MA

Thomas, Ann Keese, 1966-1993, Professor of Psychology and Counselor Education – Emerita  
BS, MEd, PhD

Tollett, James T., 1990-2009, Professor of Agriculture – Emeritus  
AA, BSA, MSA, PhD

Trexler, Anna Ruth, 1963-2010, Professor of Management and Business Communications – Emerita  
BS, MS, EdD

Walz, Robert B., 1958 -1987, Professor of History – Distinguished Professor – Emeritus  
BA, MA, PhD

White, Gayle Webb, 1966-2010, Distinguished Professor of Management, Turner Professor of Management – Emerita  
BSE, MBE, EdD

Williams, Patsy Joyce, 1968-1995, Associate Professor of Nursing – Emerita  
BSN, MEd

Willis, James, 1969-2013, University Historian and Professor of History and Political Science – Emeritus  
BA, MA, PhD

### **Distinguished Professors**

- Brinson, Harold T., 1976-1995, President, Distinguished Professor of Education  
AA, BEd., MEd, PhD
- Davis, Elizabeth, 1981-2011, Distinguished Professor of English  
Chair, Department of English and Foreign Languages  
BA, BM, MA, EdD
- Robison, Henry Welborn, 1971-2008, Distinguished Professor of Biology - Emeritus  
BS, MS, PhD
- Sixbey, George, 1963-1976, Distinguished Professor of English  
Chair, Division of Humanities  
BA, MA, PhD
- Stinson, Terrye, 1980 Distinguished Professor of Accounting  
L.J. Blanchard Professor of Accounting and member of the School of Graduate  
Studies faculty  
BBA, MBA, DBA, CPA
- White, Gayle Webb, 1966-2010, Distinguished Professor of Management, Turner  
Professor of Management  
BSE, MBE, EdD

**List of Chief Administrators**

D. J. Burluson	January-June 1911	Dolph Camp	1950-1959
H. K. Sanders	1911-1913	Imon E. Bruce	1959-1976
W. S. Johnson	1913-1914	Harold T. Brinson	1976-1991
E. E. Austin	1914-1921	Steven G. Gamble	1992-2001
Charles A. Overstreet	1921-1945	David F. Rankin	2002-2015
Charles S. Wilkins	1945-1950	Trey Berry	2015-



## SAU Buildings and Grounds

Southern Arkansas University's main campus is located on approximately 160 acres along the northern border of Magnolia, Arkansas. In addition to the main campus, the SAU farm and Department of Agriculture jointly utilize over 1,600 acres as a working farm and student laboratory. The main campus buildings are predominantly brick structures that provide 1,355,531 square-feet of usable space. The topography is of moderate elevation, and the landscape slopes gently in all directions from the center of campus.

**The Agriculture Building** is a 30,000-square-foot, state of the art facility that includes classrooms, lecture hall, animal science labs, soils labs, horticulture and plant science labs and feed/chemistry labs. The building is outfitted with the latest virtual electronic management equipment for the agriculture disciplines. Construction of greenhouses and head house was recently finished and the installation of hydroponic equipment and orchards is ongoing. A new 5,000 square foot shop is scheduled for construction during the next school year.

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

**The Auburn Smith Field House** this recently renovated 5,000-square-foot facility provides offices and training facilities for the Mulerider football program.

**The Band Hall** is a 12,600-square-foot facility located on Crescent Drive and was completed in 2008. It provides a 4,500-square-foot primary state-of-the-art rehearsal hall, a 1,825-square-foot secondary rehearsal hall, four teaching studios and spacious storage areas for instruments and uniforms.

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

**The Watson-Brown Center** built of brick, tile, and concrete, houses a gymnasium seating approximately 1,750 people, an auxiliary gymnasium, an indoor pool meeting AAU standards, an athletic training facility, a physical therapy center, a kinesiology laboratory, a physical-fitness/weight-room center, a dance studio, shower and locker rooms, and faculty offices and classrooms for the Department of Health, Kinesiology, and Recreation. The primary gymnasium was upgraded with air conditioning this past year. The lobby will undergo a planned upgrade next year.

**The Imon E. Bruce University Center** currently provides the following facilities: University of Arkansas Archaeology Survey Station and Museum; Encore program; and the Talent Search and Upward Bound program suites. In the spring of 2008 the Mulerider Sports Club complete with a computer lab study area and eight flat screen televisions on various sports channels was added. During the summer of 2012, a portion of the upper floor was converted to a food court that includes Chick-fil-A, Grille Works and Subway. Also, adjacent office space was converted to a private eating/meeting area named the University Club.

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

**Childs Hall** provides several university classrooms and contains offices and support facilities for the University Police, and the Science Technology Engineering and Mathematics (STEM) program.

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

**Cross Hall** which was renovated with new carpet and paint this past year, houses faculty offices for the College of Education; video viewing demonstration laboratories for graduate practicums; classrooms; the Department of History, Political Science, and Geography; and the Curtistine A. Walz Center for the Study of Cliometrics and Public Opinion.

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

**Faculty Housing** includes one apartment, one duplex, and seven detached houses that serve as temporary housing for incoming faculty and staff.

**The Greek Amphitheater**, completed in 1938, is a concrete structure seating 500 people for outdoor activities such as plays, pep rallies, and concerts. The University recently received a \$119,000 grant that will provide significant upgrades to this historic site and structure.

**SAU Global Center** is a 5,027-square-foot, multipurpose facility that houses the International Student Services Office and provides a “home-like” atmosphere for students. The first floor consists of an open-concept activity area containing a snack bar with café tables, comfortable living room area, small stage for musical performances or presentations, and a billiard area. In addition, there is a large conference room, office suite, and a full-size kitchen that is used for special occasions. The second floor houses a computer lab and a study room for students.

**Harton** houses the offices, classrooms, and workrooms of the Department of Performing Art and Mass Communication and the 460-seat Margaret Harton Theatre, which faces the central quadrangle.

**James H “Jimmy Red” Jones Readiness Center**, situated on the west side of the campus, is a brick faced, clear span steel structure of modern design completed in the fall of 1976. It houses the offices and classrooms of the Arkansas National Guard. This structure includes six classrooms, a lounge, a kitchen, and a large assembly hall.

**Governor Ben T. Laney Farm** was acquired by the University on December 16, 2005. Located approximately a half-mile north of the main campus, the 650.29 acres was formerly the family farm of Arkansas Governor Ben T. Laney and his wife, Lucille. It was obtained through a purchase and trust arrangement that transferred the title of the property to the SAU Foundation. The land is primarily used by the Department of

Agriculture, and the University plans to move many elements of the current SAU farm to the new property, including hay meadows, grazing pastures, dairy functions and broiler houses.

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

**The John F. and Joanna G. Magale Library** is a centrally located learning resource center containing around 145,000 book volumes. The library has many comfortable study areas and study rooms. The library offers 127 desktop computers (84 in open labs and 43 in library instruction labs) and 14 laptop computers for student usage. The library has two library instruction labs on the third floor. The library collection also includes 9,822 audiovisual pieces, 32,234 microfilm and microfiche pieces from 96 titles, 73 online subscriptions to journals, 27,437 government documents, current subscriptions to 272 print periodicals, 2,566 e-books, three e-reference book databases, over 9,000 online streaming academic videos, and online full-text access to 50,736 periodical titles from 84 databases with indexing and abstracts for additional titles. The library website includes information literacy videos. Online access to library resources is available through the library homepage at <http://web.saumag.edu/library/>. Students can use a federated search service at the library's website that will search most of Magale's electronic resources simultaneously. The bottom floor of Magale was re-carpeted this past year as will the 2nd floor this year.

**The Ted Monroe Farm** was donated to the University by Mr. Ted Monroe. The 400-acre facility is located on the Red River approximately 50 miles due west of Magnolia. The land will be farmed by the SAU Farm Department and will be used as a row-crop teaching lab by the Department of Agriculture.

**Mulerider Activity Center** is a 30,000-square-foot facility located in the center of campus and provides a base for a broad array of student activities. Major components include: multi-sport gym (basketball, volleyball, etc.), indoor walking track, weight and exercise rooms, studio space for dance, exercise, etc.: game rooms for arcade, Wii systems and the like, meeting rooms, concessions and more.

**Mulerider Stables** is a 14,000-square-foot state-of-the-art equine boarding facility providing accommodations for 60 livestock and is used by the SAU Rodeo Team.

**Natural Resource Research Center** is a \$2 million, 3,800-square-foot facility that was completed in July of 2010 and features state-of-the-art research and laboratory capability. It provides the tools to develop and promote local natural resources such as lignite, petroleum and bromine, but also serves as a teaching and training facility for student development and research techniques. It also provides an excellent opportunity for faculty research and development.

**Nelson Hall** renovated this past year with new carpet and paint, is a two-story building which houses the enrollment management group of administrative offices. Included are the Office of the Dean of Liberal and Performing Arts, the Communications Center, Graduate Studies, the Office of the Registrar, and offices for ADAPT.

**Overstreet Hall** fronts the campus with a pillared, colonial facade. A three-story building, it houses the chief administrative offices of the University along with the Office of Financial Services on the first floor. The Office of Admissions, and the Academic Advising and Assistance Center are located on the second floor. The third floor

houses state-of-the-art theatre/mass communications classrooms and laboratories as well as a new home of the Office of Financial Aid

**The Ozmer House** is a restored dogtrot-type farmhouse built in 1883. It is used as a center to study regional culture. The Ozmer House is significant because it epitomizes the homes of family farmers in south Arkansas from the end of the Civil War until the early years of the 20th century. It is an exceptionally well-built and well-preserved example of the board-and-batten box construction.

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

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

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

**The Ribble Strength Training Facility** is a 5,000 square foot state-of-the-art, multi-sport complex that was completed in the summer of 2011. This facility is outfitted with the latest weight training equipment designed to enhance the student athlete experience to the greatest extent possible.

**The Softball Complex** includes two complete fields with bleachers. This summer, the facility will undergo approximately \$1 million in renovations to add a concession stand, ticket booths, coaches' offices, player locker room, additional bleachers and lighting.

**Story Arena and the FB&T Reception Center** is SAU's most recent addition. It includes an 80,000 square foot arena that will seat 1,150 and a 6,800 square foot reception center that will provide a concession stand, conference rooms, ticket booths, business offices and rest room facilities. It is anticipated that the arena will house rodeos, knife and boat shows, concerts, community events and the like.

**Student Housing** is provided in seven modern residence halls. The newest additions, Honors Hall North and Fincher Hall, provide suite-style living quarters for approximately 180 residents.

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

**University Court Apartments** are available to SAU students with families, i.e., single parents, or married couples with children. There are 18 furnished two-bedroom, one-bath family units available year-round. The laundry room is in a common area. Parking is available.

**University Hall** is the newest housing facility and was opened for business in August 2013. Luxurious, suite-style units with two bedrooms and a bath are available for sophomore residents. Priority is given to students with interests in recycling, wellness, and/or paying-it-forward initiative. UH residents will share the amenities provided by the University Village, i.e., clubhouse, pool, and centralized laundry.

**University Science Center** is a 60,000-square-foot facility that was completed in March of 2010. This state-of-the-art structure provides a new home for SAU's Biology, Chemistry and Physics disciplines, and is outfitted with the latest labs, instrumentality and research equipment available. It is the most advanced teaching facility of its type in the greater southwest Arkansas region. The College of Science and Engineering recently added an engineering curriculum and will complete a new 5,000 square foot hands-on lab which will be outfitted with state of the art training technology.

**University Village** provides affordable student housing with quality, suite-style housing for juniors, seniors, graduate students, single parents, and married students. The complex consists of six apartment buildings and a clubhouse totaling more than 100,000 square feet of space. There are a total of 84 units consisting of 48 four-bedroom and 36 two-bedroom suites. All are completely furnished and are complete with living room, bathroom, and kitchen accommodations. Occupants enjoy a luxurious lifestyle with a clubhouse that provides a pool, convenience store, weight room, student lounge, centralized laundry, and meeting areas. All basic utilities are provided and each resident is assigned a near-by parking space. A new 30' x 60' outdoor pavilion was added this past year to provide shelter for outdoor events as well as storage.

**Walker Stadium at Goodheart Field** is the home of the Mulerider baseball team. This 5,000-square-foot facility includes locker rooms, staff offices, concession stand, restrooms, a media broadcast center and additional parking. SAU has a highly successful baseball program that has earned 10 Arkansas Intercollegiate Conference titles and two Gulf South Conference titles and two Great American Conference titles.

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

**The Welcome Center**, formerly the president's home, is a modern-style facility of brick and glass located picturesquely on a landscaped lot overlooking the main campus. It is the focal point for various campus functions. The Welcome Center also provides a relaxed atmosphere for guests and visitors to our campus. It currently houses the Offices of Foundation and Development and the Office of Alumni Affairs.

**The Wharton Nursing Education Building** was recently renovated and enlarged to its current 25,000-square-foot area which provides state of the art classrooms, demonstration and clinical laboratories, tutorial labs and other clinical training facilities. Additional plans are underway to increase the clinical testing areas.

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

**Wilson Hall**, a classroom and laboratory building of brick, steel, and glass, was completed in 1970. The first floor houses computer labs and classrooms, the tutoring center, offices of student publications and other student groups. The second floor houses offices, classrooms, and laboratories for mathematics. A lecture hall is also located in the second floor. The third floor consists of offices and classrooms for English, foreign languages, and philosophy; a sophisticated language laboratory; and an electronic learning center.

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### **Policies Disclaimer**

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

### **Notice of Non-Discrimination**

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

### **Family Educational Rights and Privacy Policy**

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

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

Should an enrolled student not wish directory information released to the general public, the student should notify the Office of the Vice President for Student Affairs in Overstreet Hall, room 116, no later than the end of registration week of each semester or term that all or part of the directory information should not be released without prior consent.